PART II

HUMAN ECOLOGY AND FAMILY SCIENCES

Textbook for Class XII

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Textbook for Class XII

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Foreword

The *National Curriculum Framework* (NCF) 2005 recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and creates a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

This initiative can succeed only if all stakeholders—school principals, parents and teachers—encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. We also must remember that a prescribed textbook is only one of the learning resources for a child, and the teacher another. Her/his home and her/his environment, her/his life and her/his peers, all these are resources and sites of learning. Inculcating creativity and initiative is possible if we perceive and treat children as the chief agents of their learning, not as receivers of a fixed body of knowledge. These beliefs imply a considerable change in school routines and mode of functioning.

The book in your hand at present is an example of how a textbook can be. It is based on NCERT's resolve to reconstruct knowledge in all areas from the perspective of the learner and the dynamic socio-economic realities of contemporary India. The National Focus Group on Gender Issues in Education, appointed under the auspices of NCF-2005, emphasises the urgency of incorporating women's perspective for epistemologically redefining conventionally defined subjects like home science. We hope that the present textbook will make this subject free of gender bias and capable of challenging young minds and teachers for creative study and practical work.

NCERT appreciates the hard work done by the Textbook Development Committee responsible for this book. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development, for their valuable time and contribution and the sub-committee (National Review Committee) for Human Ecology and Family Sciences (HEFS) for their contribution in reviewing the textbook.

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As an organisation committed to systemic reform and continuous improvement in the quality of its products towards quality learning for all, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

HRUSHIKESH SENAPATY
Director
National Council of Educational
Research and Training

New Delhi
February 2016

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Rationalisation of Content in the Textbooks

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Overlapping with similar content included in other subject areas in the same class
- Similar content included in the lower or higher class in the same subject
- Difficulty level
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.

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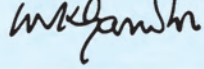
Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.



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Preface

The textbooks on Human Ecology and Family Sciences (HEFS), hitherto known as 'Home Science', have been developed based on the vision and principles of the *National Curriculum Framework* – 2005 of the NCERT. Globally, the field of Home Science is known by newer nomenclatures but encompasses basically five domains, namely, Food and Nutrition, Human Development and Family Studies, Fabric and Apparel, Resource Management, and Communication and Extension. Each of these domains or specialisations (as referred to in various colleges and universities) have grown and matured with expanding horizons, keeping in tune with the changing needs of individuals, families, industry and society. Consequently these domains have developed newer thrusts in view of the evolving job market, and in many universities have been renamed to represent their current status and scope in a better way.

All these domains have their specific content and focus that contribute to the Quality of Life (QOL) of individuals, families and communities in the global, socio-cultural and socio-economic contexts. Every person is entitled to a good QOL, and this creates a demand for professionals who can positively contribute to different areas and needs of personal and social life – ranging from basic sanitation, housing, health care for physical and mental well-being, safety, environmental promotion and protection, clothing, finance and a host of myriad allied aspects of living, from micro to macro levels. This obviously creates a challenge for educationists and educational institutions to train persons to deliver the multifarious services. In this context, HEFS provides numerous avenues with interdisciplinary perspectives. These include opportunities to work in industry/corporate sector, teaching at various levels, research and development, various cadres in public sector, regional, national and international organisations that work with and for communities as well as entrepreneurial ventures.

The academic fraternity, professionals working for community development and those from industry are constantly interacting and shaping the education and training in these fields. Thus educational programmes offered under HEFS (Home Science/ Family and Community Sciences) are geared towards development of professionals who not only have knowledge and skills, but are also sensitised to the challenges, needs and concerns related to quality of life, productivity and sustainable development.

This textbook takes a holistic approach to address the pertinent issues related to work, employment and careers, keeping quality of life in perspective, individually and collectively. Hence, the first unit and chapter is focussed on life skills for livelihood, attitudes to work, work challenges, creativity, performance and productivity, social responsibility and volunteerism. The importance of flexibility, diversity, adaptation, balance between work, rest and recreation, enhanced job satisfaction, and importance of occupational health and safety are dwelt upon.

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Entrepreneurship versus employment is discussed, especially bringing to the fore the opportunities that entrepreneurship provides for those interested in initiating innovation and change. While change is desirable, it is important not to forget our rich traditional heritage of knowledge and skills. Many of the traditional occupations, when coupled with innovation, modern perspectives and good marketing, have tremendous economic potential.

The other chapters and units describe the five salient domains of HEFS. Within each domain, there are several fields that offer ample professional opportunities and occupational avenues. The syllabus and textbook attempt to bring to focus the scope and significance of each domain in the present day scenario, with inputs on knowledge and skills to be acquired and honed, including use of ICT for not only gathering information but also as part of practicals, activities and projects in order to be a 'valued' professional.

The practicals have been designed to enable learners to gain insights and also have a bird's eye view of the tasks and challenges inherent in the various professional careers and avenues. Considerable emphasis is laid on 'construction of knowledge' through field exposure and first-hand experiences. The exercises and projects would help to encourage critical thinking, develop analytical and writing skills and eventually inculcate the 'passion to learn'. Many insights and 'seeds' of information have been 'sown'. Students and teachers in partnership can explore, think about, discover and discuss a variety of topics and issues. Further learning is encouraged through select exercises and review questions at the end of each unit. Some of the issues of current concern that have been addressed, could not only be thought provoking, but also foster sensitivity and social responsibility in the users of this textbook. Exercises in understanding region-specific opportunities and available resources have been included to encourage students (with guidance from their teachers) to understand, appraise and appreciate their own socio-cultural ethos and locales.

Objectives

The Human Ecology and Family Sciences (HEFS) textbook for Class XII has been framed to enable the learners to:

1. understand the scope and significance of each domain within HEFS.
2. appreciate the importance of life skills for work, livelihood and careers.
3. become sensitive to the nuances of work vis-à-vis age and gender.
4. appreciate the potential of entrepreneurship and other varied professional opportunities.
5. make informed career choices.

A feedback questionnaire is given at the end. We will appreciate your comments and views about various aspects of this textbook. You may use the given questionnaire or write to us on a plain paper/send e-mail. Your feedback will help us to imporve further reprint editions.

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A Note to the Teacher

Dear Teachers,

You must have noted the radical changes in the organisation of these textbooks, compared to the conventional way in which Home Science education was earlier designed and delivered. However, the contents and the focus of the domains within Home Science (now called HEFS in the context of the revised NCERT syllabus), essentially remain undiluted. In fact, in the syllabus and textbook organisation, care has been taken to cover the basics and go further, to expose students to the newer and emerging horizons of the five domains – Food and Nutrition or Human Development and Family Studies, Fabric and Apparel or Resource Management and Communication and Extension. This deliberate departure from the earlier convention is to dispel the misconception about the discipline being limited in focus and scope to domestic science, and art and craft. It is also to create an interest in the field for its varied, multidisciplinary strengths, both in terms of quality education and potential for professional avenues.

In each chapter from Unit 2 onwards, the textbook has been designed to inform the learners about the significance and scope of each domain, the multiple thrusts that exist and are emerging. Each unit spells out the basic concepts, requisite knowledge and skills in each thrust area and delineates the career avenues and the preparation required for them in order to make informed career choices.

Unit 1 is about work, life skills, careers and livelihoods. It starts with a description about meaningful work and moves on to point out the need to balance work with rest and recreation, to ensure a good standard of living and quality of life. Further, the chapter elaborates on success and happiness in work life resulting from wholesome attitudes and approaches to work. An attempt has been made therein to introduce and sensitise youth to ethics, social responsibility, volunteerism and dignity of labour. In this context, it is pertinent to discuss the rich heritage of traditional occupations of India, with a view to informing the students that with creativity and innovation, there are immense opportunities for a satisfying career. The immense potential of entrepreneurship as a challenging career avenue is brought to focus to further the interests of the youth, especially for those who would like to be their own masters, to create employment for others while being gainfully self-employed. The unit also delves into the importance of a healthy work environment and the need to sustain good occupational health, while being aware of occupational hazards and safety measures required. It is felt that youth of today need to understand current issues including work in the context of age (child labour and engaging senior citizens) and gender (women and work). In this context, it is felt that the school(s) could invite 'guest faculty or experts' to interact with the students to enable them to obtain first hand realistic information.

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Teachers should note that considerable theoretical inputs are required for students and learners to gain deeper understanding and appreciation of the different areas in each domain. Therefore, some basic theoretical information has been included in each unit. This theory-based content should provide adequate material for testing students' achievement in acquisition of knowledge. Further, based on student interest and capability, and region–specific resources and facilities, teachers may motivate and help students to obtain more information in areas and issues of their interest. The inclusion of review questions, activities, exercises, practicals, field visits and reporting, are envisaged as opportunities for students to develop reading and writing skills as well as critical and analytical thinking. Gathering and processing information is important *per se.* However, students should be encouraged to think and discuss the various issues and topics delineated in this textbook as a means of helping youth to think, construct knowledge and articulate. All these experiences have been deliberately introduced so that learning may be meaningful and enjoyable.

It may be noted that in the units, the authors have included several activities and exercises, which are suitable and would enhance learning as well as relieve the tedium of classroom instruction. It is expected that teachers and students would decide upon the number of activities and exercises they can honestly complete within the academic year. Teachers may encourage students to do as many as possible in and outside the classroom to 'fan the flame' of curiosity and joyful learning. Use of ICT has been recommended in these textbooks for seeking information, for making power point presentations, designing educational and promotional materials. In all units, wherever possible, teachers are advised to ensure that the students have exposure and practice with ICT for various purposes.

In addition, a number of inter-disciplinary projects have been included. Every student should have an opportunity to participate in any one project, and it is expected that students would have an opportunity to participate in the chosen project either in groups or in pairs. Since the learners may be relatively unfamiliar with conducting projects, it is essential that the project be guided by the teacher throughout, from the planning stage to execution and report writing.

The syllabii for all chapters delineated in further detail are given herein. In the process of developing the textbook, the teams have expressed the need for highlighting and including and deleting some selected issues. Thus, some modifications have emerged that are indicated in a tabular form.

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Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
Unit I: Work, livelihood and career; Preparation, choices and selection ● Work, age and gender ● Occupational heritage of India ● Career options ● Entrepreneurship and self employment ● Life skills for career building	**Unit I:** Work, Livelihood and Career ● Quality of Life ● Social Responsibility and Volunteerism ● Traditional Occupations of India ● Work, Age and Gender ● Attitudes and Approaches to Work ● Life Skills and Quality of Work Life ● Work and Work Environment ● Entrepreneurship
Unit II: Career Opportunities Scope of Human Ecology and Family Sciences in higher education and careers Major concepts, relevance and skills in the following areas	Career Opportunities Scope of Human Ecology and Family Sciences in higher education and careers Major Concepts, Relevance and Skills in the Following Units
A. Nutrition, Food Science and Technology Specific Careers and Areas ● Clinical nutrition and dietetics ● Public nutrition and health ● Catering and food services management ● Food processing and technology ● Food quality and food safety	**Unit II:** Nutrition, Food Science and Technology Specific Careers and Areas ● Clinical Nutrition and Dietetics ● Public Nutrition and Health ● Catering and Food Services Management ● Food Processing and Technology ● Food Quality and Food Safety

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Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
B. Human Development and Family Studies Specific Careers and Areas ● Early childhood care and education ● Guidance and counselling ● Special education and support services ● Support services for children in difficult circumstances ● Management of institutions and programmes for children, youth and elderly	**Unit III:** Human Development and Family Studies Specific Careers and Areas ● Early Childhood Care and Education ● Guidance and Counselling ● Special Education and Support Services ● Management of Support Services, Institutions and Programmes for Children, Youth and Elderly
C. Fabric and Apparel Specific Careers and Areas ● Care and maintenance of fabrics in institutions ● Design for fabric and apparel ● Retailing and merchandising ● Production and quality control in garment industry ● Museumology and textile conservation	**Unit IV:** Fabric and Apparel Specific Careers and Areas ● Design for Fabric and Apparel ● Fashion Merchandising ● Production and Quality Control in Garment Industry ● Textile Conservation in Museums ● Care and Maintenance of Fabrics in Institutions

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Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
D. Resource Management Specific Careers and Areas ● Human Resource Management ● Hospitality management ● Designing of interior and exterior space ● Event management ● Consumer services	**Unit V:** Resource Management Specific Careers and Areas ● Human Resource Management ● Hospitality Management ● Ergonomics and Designing of Interior and Exterior Spaces ● Event Management ● Consumer Education and Protection
E. Communication and Extension Specific Careers and Areas ● Management of development Programmes. ● Development communication and journalism ● Media management and advocacy ● Media, design and production ● Corporate communication and public relations	**Unit VI:** Communication and Extension Specific Careers and Areas ● Development Communication and Journalism ● Advocacy ● Media Management, Design and Production ● Corporate Communication and Public Relation ● Management of Development Programmes

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Practicals and Projects

Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
Nutrition, Food Science and Technology 1. Qualitative tests on food adulteration 2. Development and preparation of supplementary foods for nutrition programmes 3. Planning messages for nutrition, health and life skills using different modes of communication for different focal groups 4. Preservation of foods using traditional and / or contemporary methods 5. Packaging and study of shelf life of the prepared products	**Nutrition, Food Science and Technology** ● Qualitative tests on food adulteration ● Development and preparation of supplementary foods for nutrition programmes ● Planning a menu for a school canteen or midday meal scheme ● Modification of a normal diet to soft diet for elderly person ● Design, Preparation and Evaluation of a processed food product
Human Development and Family Studies 6. Preparation and use of teaching aids, using indigenous and locally available material to communicate socially relevant messages for children, adolescents and adults in the community 7. Conducting mock sessions among peers in career guidance, nutrition counselling and personal counselling under supervision	**Human Development and Family Studies** ● Preparation and use of teaching aids, using indigenous and locally available material to communicate socially relevant messages for children, adolescents and adults in the community ● Conducting mock sessions among peers in career guidance, nutrition counselling and personal counselling under supervision

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Fabric and Apparel 8. Preparation of articles using applied textile design techniques: tie and dye/ batik/block printing 9. Application of quality control techniques in garment industry: a. Fabric inspection b. Quality of seams and notions c. Size labels d. Packaging 10. Care and maintenance of fabric products: a. Mending b. Cleaning c. Storage	**Fabric and Apparel** ● Preparation of articles using applied textile design techniques: tie and dye/batik/ block printing ● Developing a female fashion figure ● Application of quality control techniques in garment industry: a. Fabric inspection b. Quality of seams and notions c. Size labels ● Care and maintenance of fabric products: a. Mending b. Cleaning
Resource Management 11. Open an account in bank/ post office. Learn basic banking operations (Mock exercises in the lab with real bank forms) 12. Application of traditional/ contemporary techniques of home decorations: a. Floor and wall decorations b. Flower arrangement c. Other forms of local decorations	**Resource Management** ● Observe and critically analyse any event on the basis of the specified criteria. ● Make a leaflet or a pamphlet for consumer education (any one of the following): a. CPA (Consumer Protection Act) b. Consumer responsibilities c. Consumer organisations d. Consumer problems ● Evaluate an advertisement

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Extension and Communication	**Communication and Extension**
13. Analysis and discussion of print, radio, and electronic media with reference to: focus, presentation, technology and cost 14. Communicating with groups on any one of the following themes: a. Social messages- gender equality, AIDs, female foeticide, child labour, rights abuse and other such themes b. Scientific fact / discovery c. Any significant incident/ event	● Analysis and disccussion of – print – radio – electronic media with reference to: focus, presentation, technology and cost

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Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
Projects Any one of the following may be undertaken and evaluated: 1. a. Analysis of traditional occupations prevalent in one's local area, their beginnings, present status and challenges faced b. Analysis of gender roles, entrepreneurial opportunities, and future careers and family participation 2. Documentation of any public/mass campaign being implemented in own area, with reference to: a. Purpose of campaign b. Focal group c. Modalities of implementation d. Stakeholders involved e. Media and methods used Comment on the relevance of the campaign. 3. Study of an integrated community based programme being implemented in own area, with reference to: a. Programme objectives b. Focal group c. Modalities of implementation d. Stakeholders involved	**Projects** Note: Any one of the following projects may be undertaken and evaluated: 1. a. Analysis of traditional occupations prevalent in one's local area, their beginnings, present status and challenges faced b. Analyse gender roles, entrepreneurial opportunities and future careers and family participation 2. Documentation of any public/mass campaign being implemented in own area, with reference to: a. Purpose of campaign b. Focal group c. Modalities of implementation d. Stakeholders involved e. Media and methods used Comment on the relevance of the campaign. 3. Study of an integrated community-based, nutrition/health programme being implemented in own area, with reference to: a. Programme objectives b. Focal group c. Modalities of implementation d. Stakeholders involved

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4. Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs. 5. Profile any one person with special needs, child or adult: to find out their diet, clothing, activities, physical and psychological needs. 6. Observe and document any event in your school/ home or neighbourhood. Evaluate the same with respect to: a. Relevance b. Resource availability and mobilisation c. Planning and execution of the event d. Financial implications e. Feedback from stakeholders Suggest modifications for the future.	4. Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs. 5. Profile any one person with special needs, child or adult: to find out their diet, clothing, activities, physical and psychological needs. 6. Plan and execute any event in your school. Evaluate the same with respect to: a. Its relevance b. Resource availability and mobilisation c. Planning and execution of the event d. Financial Implications e. Feedback from stakeholders f. Suggest modifications for the future. 7. Planning messages for nutrition, health and life skills using different modes of communication for different focal groups. 8. Market survey of processed foods, their packaging and label information.

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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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UNIT IV

FABRIC AND APPAREL

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INTRODUCTION

Textile materials are among the oldest materials known to the human world. Fabrics made from fibres like cotton, wool, linen and silk have been used from pre-historic times for apparel and household articles, and also for fishing and hunting nets, ropes, sails for ships, among others. To these lists of natural fibres, the last century saw the addition of manufactured and synthetic fibres. Textile materials have also provided a suitable medium for human creativity, producing items of arts and artifacts. These items are valued for their aesthetic appeal apart from their versatility of usage.

From your knowledge of Class XI, the various facets of Fabric and Apparel study you can recall:

- Knowledge of basic textile materials and their properties, which make the selection suitable for the specific need and for their appropriate care and maintenance
- Significance of clothing and apparel in terms of:
  - social, psychological and economic aspects
  - geographical, cultural and religious needs
  - age and physical growth of the person
  - purely aesthetic or decorative aspects
- Appreciation of the rich heritage of Indian textiles and its importance to India's economy.

Let us now see how individuals with appropriate education can make careers in these areas. From the vast range of possible options, we will discuss some selected areas which are promising avenues for career development and/or entrepreneurial ventures, which are therefore gaining importance in formal study. Foremost in this section are those related to **Design.**

Design is a term commonly used to describe the appearance and appeal of any article. It may be used for the cut and style of a dress, or the colour and print of a fabric. However, it is not mere decoration. It is the planning and creation of an article for a specific purpose. You have learnt in the Class XI that the process of manufacturing and application of special treatments on all fibres have made it possible to have fabrics and materials suitable for specific use. This would be a good example of Textile Designing.

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Clothes are an important part of our life. They become part of our memories as we remember some of our special occasions by what we were wearing. Over a period of time we develop a special style. Very often we look for a designer who can provide us that consistent look and also adapt current trends. They are referred to as Fashion Designers.

The areas that are discussed in this Unit are:

- Design in Fabric and Apparel—Understanding the Fundamentals of Design
- Fashion Design and Merchandising—The design industry is a vibrant, varied and dynamic creative sector that plays a powerful and important role in many areas of our lives. Fashion design as a subject can introduce and prepare students to know how the fashion business operates and what to expect while working in it.
- Production and Quality Control in the Garment Industry—The Garment Industry of India is an important part of Indian economy. It provides an increasing avenue of jobs in view of the popularity and wider usage of technology in this field.
- Conservation of textile products, particularly in Museums which are resource centres for revival and preservation of heritage, for reproduction and development and for creating awareness.
- Care and Maintenance of Fabrics in Institutions—This provides opportunities for entrepreneurship and professional enterprises, be it services rendered at the domestic/household level through commercial laundries to special care of fabrics in institutions included in the hospital and hospitality sectors.

The subject of Fabric and Apparel has been part of all erstwhile Home Science courses. In different Universities and colleges, it is referred to by different nomenclatures like Textiles and Clothing or Clothing and Textiles, Textiles and Fashion Study or Fashion and Textile Science, Textile Science and Apparel Design. These courses are taught as after-school-courses, as degree programmes / diplomas in Home Science Colleges, Polytechnics teaching Textile Design and Fashion Design, and Art and Design Institutes. There is also in-house training in many institutes catering to special vocations and professions at all levels. Each of these institutes may focus on a specific aspect. Home Science Colleges which offer P.G. degrees attempt to give a more comprehensive knowledge covering all aspects.

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NOTE FOR THE TEACHERS

- The schools should have a fabric library, which has additions regularly. The fabrics collected would be the common ones, purchased from the local market, so that the students identify with them.
- Outside sources to be included are brochures, advertisement leaflets, pattern books and the latest information from internet.
- Brain storming with students prior to activities would bring in better flow of ideas.
- In practicals, demonstration by the teacher is very necessary.
- If possible some field trips should be organised — exhibitions, artisans at work, museums, garment production unit (even if it is at small level).

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CHAPTER

8

DESIGN FOR FABRIC AND APPAREL

LEARNING OBJECTIVES

After completing this section the learner will be able to:

- discuss the concepts of design
- recognise the elements that constitute design
- explain the application of design principles for fabric and apparel
- discuss how a student can prepare for a career in the field.

INTRODUCTION

The word 'design' is a popular contemporary term which has different connotations and meanings assigned to it. Very often it is used for high fashion dress and its accessories. In fabrics it is associated with the colour scheme, or more specifically, the print on it. However, it does not give the complete picture. Design is not mere decoration. The most aesthetically pleasing object cannot be considered well designed if it is not functional or not appropriate to its usage. Design has several meanings. In the broadest sense, it can be described as harmony in form. The most important aspect of design, however, lies in the meaning and use of the designers' creative urge and expression and therefore, the greatest harmony is achieved only when the aesthetic aspect of *good design* is truly integrated with the utility of the object which has been created. Thus, we can say that "Design is the

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human power to conceive, plan, and realise products that serve human beings in the accomplishment of any individual or collective purpose." A good design is more than aesthetically pleasing. It is the right use of materials to give what people expect in price, colour and service.

Basic Concepts

Design Analysis: Design is an arrangement according to a plan for creation of a desired object. It goes one step further than the functional part of planning and produces a result which gives aesthetic satisfaction. It is studied in two aspects, viz. *Structural* and *Applied.*

Structural design is that which depends on form and not superimposed ornamentation. In fabric production, it takes into account the basic processing of fibre, types of fibres and yarns, variations of weaving, knitting etc. and the stages at which colour is added. In dress, it refers to the basic cut or silhouette of the garment. *Applied* design is the part of the design which has been super imposed on the basic structure. On fabric finishes, dyeing and printing, embroidery and fancy needle-work can change the appearance. On garments, it includes trims and notions (fasteners) which add to the value of the final product. Fabric Design and Dress Design are as much an Art as Architecture, Painting or Sculpture, thus the same Grammar of Art is applicable.

Design consists of two main factors: *Elements and Principles.*

Elements of Design are the tools of the Art. These are colour, texture, and line, shape or form. The elements of design are manipulated to create harmony, balance, rhythm, proportion and emphasis. These are the *Principles of Design.*

Elements of Design

Colour: Colour is all around us in many forms. It is one of the most important aspects of all textile materials — be it for apparel, household, commercial or institutional use. The identity of the product is most often attributed to colour. Everyone responds to colour and has definite preferences. Colour reflects the season, events and the spirit of people. The choice is affected by culture, tradition, climate, season, occasion or purely personal reason. Colour is an important part of Fashion. Designers carefully choose fabric colours to make a definite statement.

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Colour Theory: Colour can be defined as reflection of light striking the surface of an object. It is the visual sensation resulting from reflection of visible light rays that strike the retina and stimulate cells in the nerves of the eye. The nerves send a message to the brain, which produces a sensation of a specific kind, and we see colour. The colour that is observed by the brain is dependent on the particular wave length or combination of wave lengths of the light source. To see colour on any material, light must be reflected from the object to be seen by the eye. When all light rays are reflected, the object appears white; when none are reflected it is black.

Understanding Colour

Study of colour is dependent on light. Light is a form of radiant energy and forms a part of electro-magnetic radiation spectrum. Sunlight is the radiant energy reaching the Earth from Sun by light waves. Light falling on raindrops are scattered to produce the spectrum of seven colours —VIBGYOR (Violet, Indigo, Blue, Green, Yellow, Orange and Red). Sunlight rays are thus composed of these seven visible colours along with ultra-violet and infra-red rays.

Light rays of short wavelengths are grouped as *receding or restful colours* — green, blue green, blue and purple. Longer wave lengths have red orange and yellow, which are *advancing or stimulating colours*. Because light is composed of different wavelengths, colour is seen in different values and intensities.

Colour is specified in three aspects: *Hue, Value and Intensity or Chroma.*

Hue is the common name of the colour. Spectrum specifies the seven colours as VIBGYOR. To understand colour from a design point of view, reference is made to the Munsell's Colour Wheel. This divides colours as;

- *Primary* colours : These cannot be produced by mixing any other colour. These are red, yellow and blue (refer circles in the Fig.11.1).
- *Secondary* colours : These are made by mixing two primary colours — orange, green and violet (squares in the Fig.11.1).

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- *Tertiary or intermediates:* These are made by mixing one primary and one secondary colour, lying adjacent to each other on the colour wheel. Thus we have red-orange, yellow-orange, yellow-green, blue-green, blue-purple and red-purple (the small triangles in the Fig. 11.1).

Apart from these there are the groups known as *neutral* colours such as white, black, grey, silver and metallics. These are called ***achromatics,*** i.e., colours without colour.

The common colour wheel shows colours in their purest form and fullest intensity.

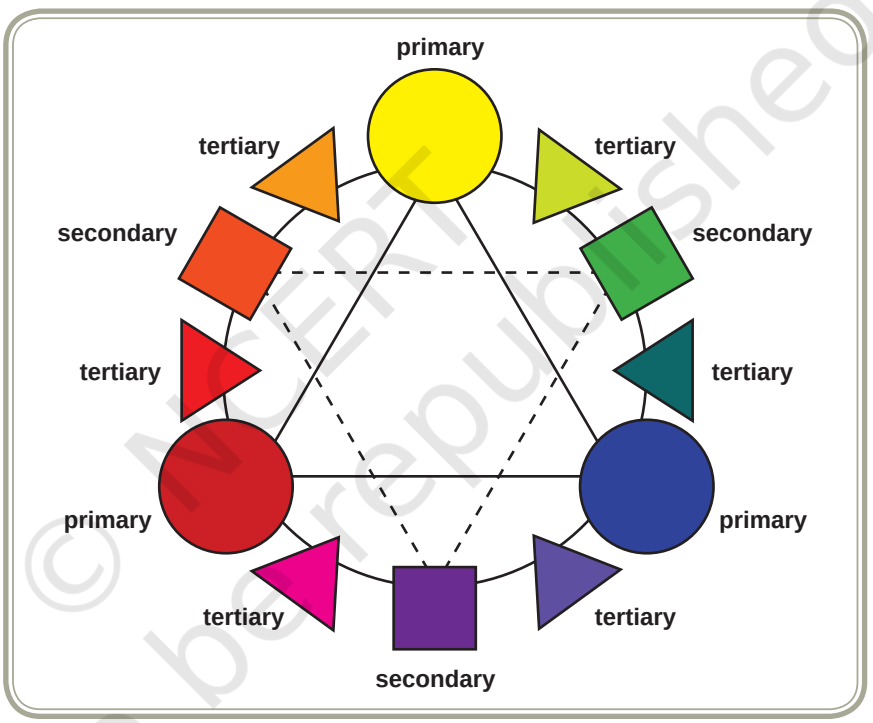

Fig. 11.1: Colour Wheel

Value describes lightness or darkness of a hue, which is referred to as *tint or shade.* White has maximum value, while black has the least. Grey Scale and Value Chart are 11 (0–10) grades scale for judging value. It shows 0 for black, 10 for white and 5 as the mid value for grey or hue. When the hue approaches white, it is a tint; when it approaches black it is a shade. Grey Scale also helps us to judge the equivalent value of any hue.

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0	1	2	3	4	5	6	7	8	9	10
BLACK					GREY					WHITE
S	H	A	D	E	HUE	T	I	N	T	S

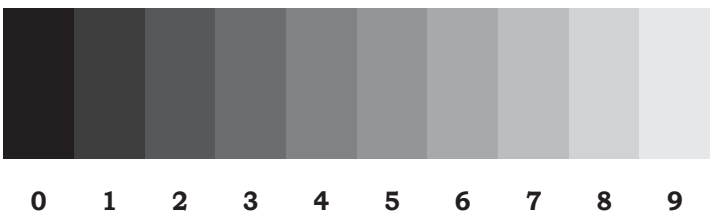
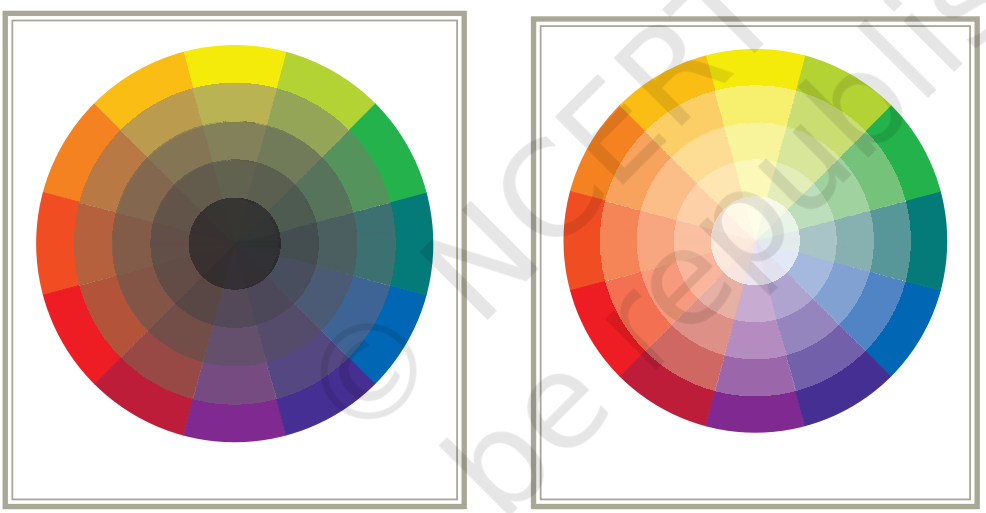


Fig. 11.2: Grey Scale



Shades *(0 – 5) Dark Value* ***Tints*** *(10–5) Light Value*

Fig. 11.3: Colour Shades & Tints

Chroma or intensity is the brightness or purity of colour. Dullness results when the colour is blended with other colour, specifically with the colour opposite to it on colour wheel.

Recognising colour : Most of us with normal eyesight are able to distinguish between values and intensities of different hues and give them names (e.g., brick red, blood red, tomato red, ruby red, carrot red, etc.). Colour names are derived from natural sources—flowers, trees, woods; food, fruits, vegetables, spices; birds, animals, fur; stones and metals,

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minerals earth; pigments and paints; among many others. In each group you may be able to see reds and pinks, yellows and orange, purples and violet, blues, greens, browns and greys. Names often have regional flavour. Thus a name of one area may not mean the same to the people of another area. In today's world, when there is international trade in a large number of goods, (especially Textile Products) a system of using numbers along with names has been devised. The *Pantone* Shade Card shows (Fig. 11.4) all possible hues, tints and shades in varying intensities. Each has been given a code number, which is recognised internationally. This helps in Fashion Forecasting and when orders for products are given in foreign lands.

Fig. 11.4: Pantone Shade Card

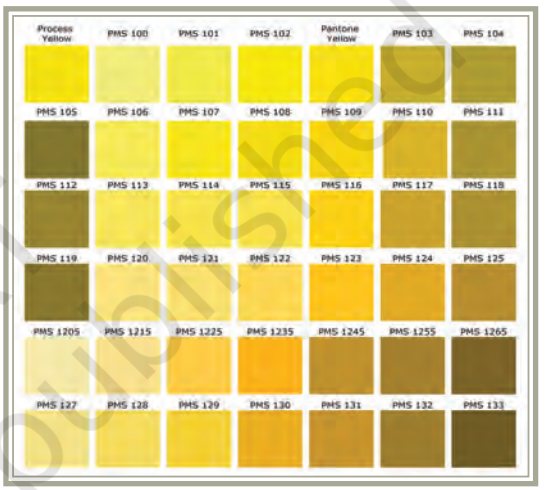

Fig. 11.5: Pantone Color Chart (for a specific order)

Colour in Fabric: Colour can be seen in fabrics in various design forms. We see fabrics which have uniform one solid colour, others where the colour seems to follow the yarn interlacing and still others may have colour in any shape. Stages of fabric production when colour is added give a vast range of designs.

Fig. 11.6: Pantone colours in pens

- Dyeing is very rarely done at the *Fibre stage*, because it proves to be the most expensive process. However it is resorted to for some manufactured fibres which are not easily dyed or if the design requirement is for a yarn with multicoloured fibres.

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- Dyeing done at *Yarn stage* helps to create multifarious designs. Woven stripes, checks, plaids, or even simple chambrays are common designs produced. Brocade and Jacquard patterning is produced by weaving dyed yarns. When yarns are tie-dyed it results in beautiful *Ikat* patterns.
- Dyeing at *Fabric stage* is the most common method. It may be done to produce simple single coloured fabrics and also as designed materials through tie and batik.
- Colour can also be added at the fabric stage by painting, printing, embroidery and patch or appliqué work. Here the colour application can be in any shape and form.

Textile designers need to have a sound knowledge of the dyeing properties of different fibres and fabrics. Depending upon the requirements of the final product, they decide the stage and technique of colour application.

Colour Schemes or Colour Harmonies

Certain basic colour schemes are used as guides for combining colours. A colour scheme merely suggests the hues that can be combined; the values and intensities of the hue and the quantities of each to be used are the decisions taken by the designer or the consumer. Colour schemes are best studied with reference to the Colour Wheel.

Colour Schemes can be discussed in two groups: Related and Contrasting

Related schemes have at least one hue in common. These are:

- *Monochromatic harmony* which means a harmony based on one hue. This single hue may be varied in value and/or intensity.
- *Achromatic harmony* uses only neutrals such as a combination of black and white.
- *Accented neutral* utilises one hue and a neutral or an achromatic colour.
- *Analogous harmony* refers to a color combination using two or three hues that lie side by side on the colour wheel. Use of four or more hues may create a jumble unless each one is in very small quantity.

Contrasting schemes can be the following:

- *Complementary harmony* refers to a harmony using two hues that lie directly opposite to one another on the Colour Wheel.
- *Double complementary* has two pairs of complements, generally neighbours on the Colour Wheel.

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- *Split complementary* harmony is a three color combination utilising a hue, its complement (directly across on the Colour Wheel) and neighbor. It may also use a hue and two neighbors of its complement.
- *Analogous complementary* is a combination of analogous and complementary schemes, a complement selected for dominance in a group of neighbouring colours.
- *Triadic Harmony* is a combination of three hues that lie equidistant from one another on the Colour Wheel.

ACTIVITY 1

Collect samples of fabric, printed paper, illustrations of dresses, illustrations of interiors of rooms etc. Analyse the colour harmonies, specifying hue, value and intensity.

Texture: Texture is the sensory impression of sight and touch and refers to the tactile and visual qualities of the material. Each material has a distinctive texture (whether textile or otherwise). Texture can be described in terms of —

How it looks — shiny, dull, opaque, dense, transparent, translucent, glossy;

How it behaves — hangs limp, stiff, sticking out, clinging, flowing out;

How it feels — soft, crisp, harsh, smooth, rough, coarse, grainy, pebbly.

In the chapter 'Fabrics Around Us' of the Class XI book, we learnt that it is mainly the textile materials that bring texture in our daily life. You may also recall the factors which determine the texture in textile materials. These can be summarised as —

- Fibre content — fibre type (natural or man-made), its length and fineness and its surface characteristics;
- Yarn processing and yarn type — method of processing, twist inserted during processing, fineness of the yarn and yarn type (simple, complex, novelty or textured);
- Fabric construction technique — weaving (type of weave and its compactness), knitting, felting, braiding, lace-making etc.;
- Fabric finishes — stiffening (starching, sizing or gumming), ironing, calendaring and tentering, napping, fulling;
- Surface ornamentation — tufting, flock printing, embroidery, and stitched effects.

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The main purpose of texture in dress design is to create interest and to enhance the desirable features of the person. Textures used should have a pleasing relationship to each other to achieve harmony. In dress, the texture used should be appropriate to figure, personal characteristics, silhouette or form of costume, and occasion.

Activity 2

Collect samples of textile materials showing different textures. Try to describe their texture in suitable terms (shiny, stiff, smooth, etc.) Analyse the factors due to which the texture has been achieved.

Note for the Teacher

Supplementary classroom material can include different textile products, types of wood, stones, minerals, metals, sand, etc., to be used for touch and visual characteristics.

Line

Line is defined as a mark that connects two points; it has a beginning and an end. It can also be formed as the outline of an object, shape or form. Line is used to define the shape or different parts of a silhouette of a design. As an element of design it indicates the shape of things, provides movement and determines direction. Line and shape are two elements, which together create the pattern or plan of every design. Every decorative detail on all articles we see or use is a combination of lines and shapes.

Types of Line: There are two basic types of line — the straight line and the curved line.

Straight Lines: The straight line is a rigid unbroken line. Straight lines create different effects depending on their direction. They can also express mood.

- Vertical lines stress up and down movement, emphasise height and give the effect that is severe, dignified and reserved.
- Horizontal lines stress side to side movement and create a illusion of width. Since they repeat the ground line, they give a stable and placid effect.
- Oblique or diagonal lines increase or decrease width and height depending on the degree and direction of angle. They can create an active, startling or dramatic effect.

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Curved Lines: The curved line is one with any degree of roundness. The curved line can be a simple arc or a complicated free hand curve. The degree of roundness determines the curve. A slight degree of roundness is called a restrained curve; a great degree of roundness gives a circular curve. Certain objects are associated with these curves and named as such, for example, parabola, scroll, meander, hairpin, whiplash, or serpentine, figure of 8, ogee, etc.

- Long and flowing curved lines appear most graceful and rhythmic.
- Large rounded curves lend a dramatic touch and tend to exaggerate size.
- Tiny, puffy curves are youthful and gay.

Line expresses visual meaning; straight lines indicate force, strength and rigidity, whereas, curved lines appear soft and graceful when used in design. If straight lines are more dominant, the design effect is masculine. Curved lines give the impression of feminity and daintiness.

Shapes or Forms: These are made by connecting lines. Shapes can be two dimensional, as a drawing or a print on paper or fabric. They can be three dimensional as an object that can be viewed from three or more sides, like a human body or the garments on it. Since shapes are formed by connecting lines, the characteristics of the lines used will determine the characteristics of the shape. If only straight lines are used the shape will be different than if only curved lines are used. By using different types of lines in different combinations, numerous varieties of shapes can be created. There are four basic groups of shapes:

- *Natural shapes* are those that copy nature or common shapes of man-made objects.
- *Stylised shapes* are simplified or modified natural shapes. They may have some part distorted or exaggerated.
- *Geometric shapes* are those that can be mathematically formed, or gives a similar impression. They can be formed by using rulers, compasses, or other measuring instruments.
- *Abstract shapes* are free-form. They do not resemble any specific object but, may represent different things to different people because of personal association.

Shape and form in fabric refer to the fall or drape of the material; to the shape of ornamentation and motifs; and the type of placement or repeat i.e. the final pattern formation. In apparel it represents the silhouette, cut, and final detailing.

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Patterns: A pattern is formed when shapes are grouped together. This grouping may be all of one shape or a combination of two or more types of shapes. The arrangement of these shapes can also be natural, stylised, geometric or abstract.

Principles of Design

The development of a successful design depends on the understanding of basic design principles. Principles of design are the rules that govern how design elements are mixed in the most appropriate way. These include proportion, balance, emphasis, rhythm and harmony. Although each principle is a separate entity, combining them successfully produces an appealing product.

Proportion: Proportion concerns the relation of one part of an object to another. A good design does not permit easy dissection. The elements are so skillfully blended that where one leaves off and the other one begins is not really apparent. This relationship may be created in size, color, shape and texture. All these need to be pleasingly related to each other and to the whole. This is generally based on the proportion of golden mean which is represented by ratios like 3:5:8 to 5:8:13 and so on. The smaller part 3 has the same relationship to the larger part 5 as the larger part 5 has to the whole 8. The garment is horizontally divided into 3:5, 5:8 or 8:13 section. These sections appear at the waist line, yoke and hemline. A dress appears pleasing if the blouse, skirt and total body represents the ratio of 3:5:8.

For example, in a skirt and blouse dress, the blouse represents 3, the skirt should represent 5, and combined effect represents 8; similarly, in a shirt-pant dress, the shirt should represent 5 and pant should represent 8 and combined effect created is 13.

Proportion of colour: Different colours can be worn as shirt and pant to create proportion of colour by using the golden mean.

Proportion of texture: This is achieved when various textures of material used for making a dress increase or decrease the size of the person wearing the garment e.g., heavy and bulky textures appear overpowering on a thin and petite person.

Proportion of shape and form: The size and positioning of motifs or print in a dress are in proportion to the size of the wearer. Width of the figure, length of waist or torso, length of legs may differ from the classic ideal figure. Clothing modifies the figure and creates proportion in awkward body proportions in a pleasing way. For example, a high waist bodice used in maternity clothes camouflages the fullness of the abdomen.

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Equal divisions make a person look shorter and wider, whereas unequal horizontal division makes a person look slimmer.

***Balance*:** It is defined as equalling the distribution of weight from the central point of the garment. A garment needs to be balanced both vertically (from centre line) and horizontally (from top to bottom). It can be achieved in three ways—formal, informal and radial. The elements of design—line, form, color, texture—all are considered while creating a balance in a dress.

Formal Balance: An average human body is symmetrical, which means the body appears to be the same on each side of a central vertical line. Two arms, two eyes, two legs are seen on either side of the central axis; but actually slight differences still occur. If the body differs noticeably on one side, carefully designed clothes can minimise the difference. Formal vertical balance is the least expensive and most expected type of design, found on less expensive garments. Formal balance gives a feeling of stability, dignity and formality but tends to get monotonous. *Horizontal Balance* is basically used to correct figure problems by using various elements of design, for example, dark hue for big size.

Emphasis: The emphasis or focal point of the garment is the area that first attracts the viewer's eye. It adds interest to the garment and may be created by the use of colour, design lines, detailing or accessories. Emphasis creates centers of interest by focussing the viewers' attention on a specific area of the garment. Details that focus on the face are particularly effective because the face is the focal point of beauty in our culture. A beautiful embroidered yoke or a contrasting colour blouse further emphasises the face. People with figure problems can emphasise or camouflage their figure problems for example, woman with small waist can wear a bright and contrasting belt to emphasise the positive part of her figure, whereas a woman with large hips, wearing a hip belt or other design details at the hip area would highlight it further. Emphasis can be created by using contrasting colours, different unusual shapes, lines and textures.

Rhythm: Rhythm is repeating of lines, colours, other elements of design or details to create a pattern by which the eye can flow through the material or article/garment. Rhythm can be created by use of lines, shapes, colours and textures in such a way that it gives visual unity. It can be created by:

- Repetition of embroidery laces, buttons piping, colour, etc. at necklines, sleeves and hemlines.
- Cordation by gradual increase or decrease in size of motifs, lines, buttons, colours and textures.

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- Radiation where eyes move in an organised way from a central point e.g., gathers in waist, yolk or cuffs, etc.
- Parallelism where elements lie parallel to each other e.g., tucks in a yoke or knife pleats in a skirt. Bands of colour also create a rhythm effect in a dress.

Harmony: Harmony or unity is created when all elements of design come together to give a pleasing harmonious effect. It is a critical factor in producing marketable (publicly acceptable) designs. *Harmony by shape* is created when all areas of a garment reflect the same shape. The collar, cuff and hem are curved and it square pockets are given they would interrupt the continuity of the design. Harmony by texture can be created by using the right kind of texture for a dress when dress is in several pieces as in salwar kurta and dupatta. A silk kurta and salwar will show bad harmony by use of cotton dupatta.

Composition: A composition is defined as an artwork or concept developed by the arrangement or placement of elements of design and applying principles of designs in the best possible way in a given space. To create a composition, the creator can select two or three principles of designs befitting best to the requirement of the final artwork and good visual appeal. In other words, it's a play of elements of design in a given space which can be 2-Dimensional or 3-Dimensional.

Fig. 11.7: Composition

Preparing for a Career

The field of Design for Fabric and Apparel has expanded and has become so vast that it can actually be considered as two specialisations. Fabric has found usage in numerous things other than apparel and household; and apparel is using material other than just fabric. Each use has specific requirements in terms of appearance and durability, and the cost allocations. The fabric designer, thus, has to have a thorough knowledge of fibre characteristics, its advantages and limitations and its processing,

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which can help achieve the desired results. He/she must have a sound knowledge of the dyeing properties of different fibres and fabrics. Depending upon the requirements of the final product, he/she decides the stage and technique of colour application. He/she also understands the principles of design.

Various institutes offer both long and short term courses leading to a certificate, a diploma, an associate, or a bachelors degree in this field. Your choice depends upon a number of factors that take into consideration the unique qualities of each degree programme.

SCOPE

Design industry is a vibrant, varied and dynamic creative sector that plays a powerful and important role in several areas of our lives. Working in textile or fabric design demands awareness of the changing trends and styles and an ability to produce designs that are fresh, current or even ahead of the fashion curve. Textile designs for apparel fashion tend to have a quicker turnaround than designs for furnishing. Textile designers work in industry— researching and producing designs for textiles companies or fashion houses, but they might also work for a design agency or as freelancers.

KEY TERMS

Design, structural and applied design, elements of design, colour, texture, line form/shape and pattern, principles of design, harmony, proportion, rhythm, balance, emphasis, hue, value, intensity, spectrum, VIBGYOR

REVIEW QUESTIONS

1. What do you understand by the term 'design'?
2. What are the factors that affect the texture of a fabric during its manufacture?
3. How does the application of colour during the different stages of fabric manufacture affect the design in fabric?
4. What are the different types of lines and shapes? How do they create different effects and moods?
5. How do you achieve rhythm and harmony in dress?

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PRACTICAL 1

Theme: Preparation of articles using applied textile design technique **(Tie and Dye)**

Task: Learning to draw the different techniques of tie and dye

Theory: The oldest form of designing with colour is resist dyeing. The resist material could be thread, pieces of fabric, or substances such as clay and wax that offer physical resistance. The most common method of resist is tying with thread. **Tie and dye** is the name of a technique in which the areas to be in pattern are resisted by means of tightly wound thread. When dipped into dye, the resisted areas retain the original colour of the ground. You may recall from Class XI, *Bandhani, chunari, laheria* are some of the names of materials in which the pattern is created by tie-dyeing the fabric after it is woven. A typical tie and dye design is *bandhej* where the patterns comprise of innumerable dots; another is the *laheria* type where the pattern is in the form of diagonal stripes. Gujarat and Rajasthan are the homes of this type of fabrics.

Purpose

1. To learn the concept of tie and dye
2. To learn the process of tie and dye through various techniques
3. Eye and hand coordination
4. Understand curves and shades on the patterns.

Conducting the Practical

Observe the different shapes of leaves and flowers in nature. Draw them with pencil by observing. Shade them with different shadows to create depth.

As a modern day craft, numerous techniques of tying are employed to get variegated effects. Resist can be offered by using threads of different thicknesses, or by the material itself through knotting, crumpling or folding and then tying over it. Some of the techniques are described below:

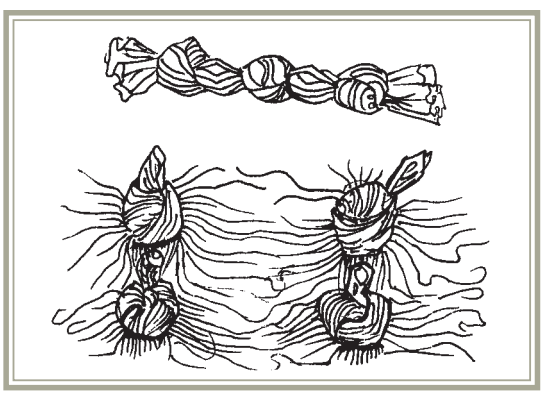

Fig. 11.8: Knotting

Knotting: It is one of the easiest and quickest ways of producing

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the design. Knots can be tied in several ways depending on the size, shape and grain of the fabric. The best results are achieved on fine fabric. It creates shaded circular patterns.

Marbling: This effect can be achieved in two ways. The material is gathered and turned into a ball and tied in all directions until it becomes solid mass. The fabric can also be twisted and coiled length wise and tied to create marbling effect. This method gives variegated and irregular cloud like effects. It is thereafter generally dyed in light colours, and may be repeated in two or more colours. It helps to create a multicoloured background, which can later be tie-dyed in a more definite pattern.

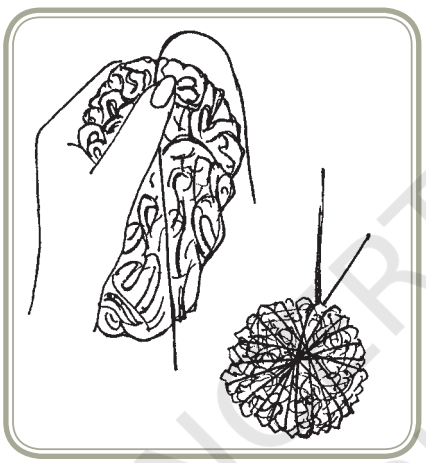

Fig. 11.9: Making a Ball

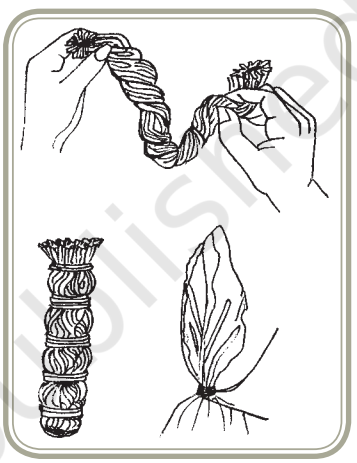

Fig. 11.10: Coiling

Binding: Certain parts of fabric are bound very tightly with thread before dyeing. Binding can be done in the form of a dot, a band, line, criss-cross or spiral. Designs are like stripes — straight or diagonal *(lehria)*, circles or spots *(bandhej)*.

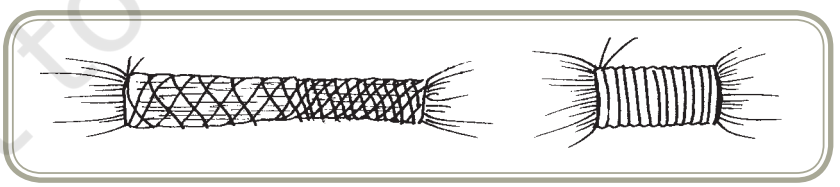

Fig. 11.11: Binding

Tritik or sewing: The fabric is sewn with a needle using simple tacking stitches along a definite pattern. A strong thread is used with a large knot in the beginning. It is pulled so that cloth is gathered closely; and finished

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with a knot again to hold the gathers together. The patterns created are pleasing bands of dotted textures of various shapes.

Folding: The fabric is folded in different forms, like pleats, squares, triangles. To hold the folds together binding or clipping is done using thread or clips respectively. The pattern created is in the form of symmetrical stripes, bands, squares etc. Best effects are achieved on thick materials because the fabric itself forms the resist. These patterns can be later used as background for block printing and embroidery.

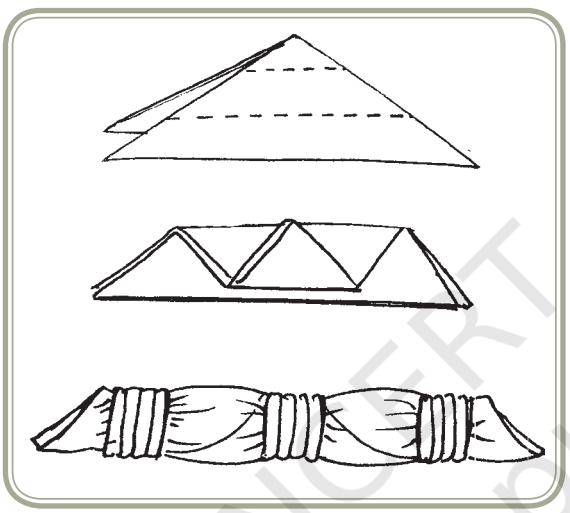

Fig. 11.12: Folding

In the class make the above designs on small samples of white cotton cloth.

After tying, dye the cloth by simple dyeing method.

Note

Before tying the cloth, design the fabric by washing in hot soapy water so that the dye is absorbed evenly by the fabric.

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PRACTICAL 2

Theme: Preparation of articles using applied textile design technique: **(Batik)**

Task: Learning the technique of Batik

Theory: Batik is a form of resist printing, where the resist is obtained by applying wax on the fabric in design. Dyeing is then carried out in cold to avoid melting of wax, thus confining the colouration to the unwaxed area. Further, selective application of wax and re-dyeing allows variety of colourings. The beauty of batik is to get cracks in the wax during dyeing and allowing colour to enter through these cracks.

Purpose

1. To learn the concept of batik
2. To learn the process of batik by preparing an article

Conducting the Practical

Make the fabric for batik totally free from dirt and grease. Then stretch it on a frame for ease in drawing of design and application of wax. Two main types of wax are used i.e. light, easily removed type essentially consisting of paraffin wax and a darker more adhesive type consisting essentially of bees wax. To get various types of cracks take both paraffin and bees wax in varied proportions

Application of wax: The most commonly used tools are brushes of various widths and sizes. The brushes should have natural hair bristles (not of nylon or thermoplastic substances). Apply wax onto the fabric with any of the following techniques/ methods.

- Painting i.e. painting the design area with wax
- Outlining i.e. painting the outline of the design/ motif with wax.
- Dry brushing i.e. application with a flat brush, which is free of excess wax and carried along the design lines to give a shaded effect
- Scratching i.e. covering a part of the fabric with wax and then scratching the design line with the back of a pin or brush.

Melt the wax in smell container and apply onto the material with brush in a pre-determined pattern using any of the above techniques. The wax should reach both sides of the material and may have to be applied both on the face and back of the fabric.

Dyeing: After the application of wax, dye the fabric. Dyeing is carried out by any of the dyes that are applied at temperatures below 35°C. The

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dyes used are commonly known as ice colours or batik colours. Multiple colour effects are obtained by subsequent wax application/removal of wax and additional wax application and then dyeing in another colour.

Removal of Wax: Dry the fabric after dyeing. Fold and pack in water proof packet and freeze it. Remove and crush the frozen wax to reduce it to dust. Remove the remaining wax by hot pressing between layers of absorbent paper and finally soaping it at boil.

PRACTICAL 3

Theme: Preparation of articles using applied textile design technique **(Block Printing)**

Task: Learning the technique of block printing and creating patterns using blocks

Theory: One of the oldest methods for application of design onto fabric is block printing. In block printing, a separate block is required for each different colour in the finished design. The blocks are constructed so that the design area is raised, and the background area, which is not to be printed, is carved away. The majority of the blocks are made of wood, but metal may be used to reinforce parts of the design. The blocks may have single motif patterns, border patterns or all-over patterns

Purpose

1. To learn the concept of block printing
2. To learn the process of block printing

Conducting the practical

Colours for fabric printing and wooden block printing are available in the market. Begin the process of printing with laying the fabric flat on a padded table which is covered with a protective sheet. Care must be taken to attach the fabric firmly to the table so that its movement during printing is prevented. Apply the dye paste in a uniform layer to the raised portion of the block, by lightly pressing the block in the printing tray containing the dye paste on a sponge base. Then press the block on the fabric surface with sufficient pressure to force the colour into the fabric. When using multicoloured blocks, start printing with the outline block in the darkest colour and then print with the filling blocks in lighter colours.

Leave the fabric to dry. Later hot press it from the wrong side.

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CHAPTER

9

FASHION DESIGN AND MERCHANDISING

LEARNING OBJECTIVES

After completing this section the learner will be able to:

- explain the significance of fashion design and merchandising in garment industry
- describe the fundamentals of fashion
- explain the knowledge and skills required to be in fashion business
- discuss how a student can prepare for a career in fashion industry

INTRODUCTION

Fashion design and merchandising are among the most exciting career options in today's world. In a country like India, where textile industries have been thriving for ages, the recent boom in fashion designing has led to new prospects in the existing domain of garment and accessory design. The fashion industry satisfies both the creative urge and the materialistic needs of people. You hear the term Fashion merchandising many times. Did you ever think what goes into it? Let us understand merchandising from its origin. You can recall from your early history lessons that barter of products and crafts was the start of trading practices. Slowly trading moved to 'what was available was saleable', so there were no complications

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in distribution system. However, the year 1920 gave birth to 'ready-to- wear' and soon retailers realised that sale of such garments was big business. In a very short span of time, fashion apparel became the most important type of merchandise in department stores. As a result of the economic opportunities of fashion, a new specialisation came into being — Fashion merchandising.

Significance

Fashion design and merchandising will enable you to understand how the fashion business works. It includes all the processes involved with producing raw material, apparel and accessories, and the retail stores that sell fashion merchandise to the public. It is a part of the fashion business where you also learn about textiles (fabrics and the fibers used to make them). Fashion merchandising equips to first respond to what, why and when a style becomes a fashion, and then helps to determine its suitability for the particular retail operation and for what length of time. So simply put, it encompasses 'planning, buying and selling'.

Did You Know?

Women did not start wearing jeans until the 1950s.

Basic concepts

Fashion today is a big business employing millions of people in design, manufacturing, distribution, marketing, retailing, advertising, communications, publishing and consulting. To understand fashion design, one needs to understand the nature of fashion and how it works. The fundamentals of fashion and the relationships between fashion and the factors that affect it are also essential concepts to be understood.

FASHION TERMINOLOGY

Fashion is a complex subject and certain words and phrases are often used to discuss various aspects of fashion. These should be understood in order to understand the concepts of fashion industry. These include —

- **Fashion** is the style or styles most popular at a given time.
- **Style** is any particular look or characteristic in apparel or accessories. A style may come and go in fashion but the specific style always remains.

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- **Fads** or short lived fashions, can come and go in a single season. They lack the design strength to hold consumer attention for long. For example, hot pants, baggy pants and unmatched buttons.
- **Classic** or styles that never become completely obsolete, but instead remain more or less accepted for an extended period. Classic is characterised by simplicity of design, which keeps it from being easily dated. Examples of classics include blazer jackets, polo shirts, and Chanel suit.

FASHION DEVELOPMENT

To understand the working of the fashion industry, one has to have knowledge of Fashion Fundamentals. First in the sequence is to know how the fashion business developed. Thus the history of fashion helps the designers to make decisions for the present day and future fashions. Ideas from the past are often reinterpreted for today's fashion.

Fashion, as we know it, is relatively new. In ancient and medieval times, styles remained practically unchanged for a century at a time. During Renaissance, Western civilisation discovered different cultures, customs and costumes leading to acceleration in fashion change. With the availability of new fabrics and ideas, people yearned for more new things.

FRANCE — THE CENTRE OF FASHION

France's dominance over international fashion began in early 18th century.

Until Industrial Revolution, people belonged to two main classes: wealthy and poor. Only the wealthy could afford fashionable clothes. By the turn of 18th century, King Louis XIV's court members became the trendsetters of taste, making Paris the fashion capital of Europe. Many of the French cities were supplying the court with silk fabrics, ribbons and laces. At this time intricate seaming of fashion required painstaking hand sewing. All the clothes were hand made and custom made i.e. made to fit the customer's exact measurements.

France became the centre of fashion due to support from the royal court and the development of the silk industry there. *Couture* (koo-tour') was the term used for the art of dress making. A male designer was a *couturier* and his female counterpart was a *couturiere.*

The Industrial Revolution marked the beginning of technological advances in textile and apparel production. Due to the developments more fabrics were produced in less time. During this time spinning jenny and power looms were invented. This gave rise to development of American textile

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industry. Rapidly increasing trade and industry in return created a middle class with money to spend on the luxuries of life, including better clothing.

The invention of sewing machine turned the handcraft into an industry. This democratised fashion and made it accessible for everyone. In 1859, Issac Singer developed the foot treadle for the sewing machine which left the hands free to guide the fabric. An early use for sewing machines was to make Civil War uniforms.

In 1849, fabric intended for tents and wagon covers was used to make long wearing pants with pockets for tools by a young boy Levi Strauss. Later these became popular and were called denims. This was the beginning of clothes specially made for labourers. This is the only apparel that has remained same for the last nearly 150 years!

Women started wearing separate skirts and blouses in 1880s. This was a step towards manufacture of ready-to-wear clothes for women. Lengths and waistlines could be easily adjusted and this made it possible for the working class to add variety to their wardrobe simply by mixing separates.

By 19th century affordable fashions were made available to the general public through fairs and *bazaars*. The travelling merchants brought clothes to these markets, and both buyers and sellers usually bargained. As large number of people settled in towns, general stores were established to cater to their demands. With the growing demand for a variety of goods, retail stores grew in cities.

Prêt-à-porter (ready-to-wear) clothing lines were the first radical alternative to couture pieces when they hit boutiques in the 1960s. The term describes factory-made clothing that is sold in finished condition and in standardised sizes (as distinct from bespoke, made-to-measure haute couture). Yves Saint Laurent (YSL) is credited as being the first French haute couturier to come out with a full prêt-à-porter line.

FASHION EVOLUTION

Fashion cycle — Fashion moves in a cycle. The way in which fashion changes is described as a fashion cycle. The stages of fashion cycle include introduction, rise, culmination and then decline in acceptance of a style. It is represented by a bell shaped curve of time and sales.

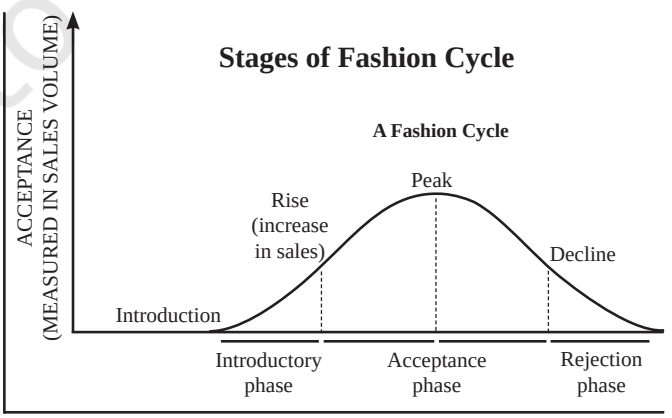

Fig. 12.1: Stages of fashion cycle

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- Introduction of a Style — Designers interpret their research and creative ideas into apparel and then offer the new styles to the public. Designs are created by changing elements such as line, colour, shape, fabric and details, and their relationship to one another.
- Increase in Popularity — As the new fashion is purchased, worn and seen by many people, it may begin to rise in popularity.
- Peak of Popularity — When a fashion is at the height of its popularity, it may be in such demand that many manufacturers copy it or produce adaptations of it at different price levels.
- Decline in Popularity — Eventually so many copies are mass produced that fashion-conscious people tire of the style and begin to look for something new. These declining styles are put on sale racks in the retail stores.
- Rejection of a Style or Obsolescence — In the last phase of the fashion cycle, some consumers have already turned to new looks, thus beginning a new cycle.

FASHION MERCHANDISING

Fashion merchandising refers to the planning required to have the right merchandise, at the right time, at the right place, at the right price and with the right sales promotion. If all these conditions are planned, one can achieve maximum profits.

Fashion Merchandiser is a person who facilitates conversion of inspiration into design, uses technology to conceptualise and address the planning, production, promotion and distribution of products in the fashion industry, to meet the needs and demands of a consumer.

To understand fashion merchandising well, it is important to examine the role that fashion merchandising plays in manufacturing, buying, promoting and selling fashion items. Let us examine the role of the fashion merchandiser in each of these aspects.

In ***manufacturing,*** a fashion merchandiser makes significant input on the types of fabrics used to make a piece of clothing. Having a strong historical and socio-cultural understanding of the fabrics helps change a designer's vision into reality. By applying the knowledge about fabric and clothing construction, a fashion merchandiser takes a designer's piece and finds the best way to manufacture the item, at the same time taking things like price and target market into consideration.

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Buying becomes part of fashion merchandising when a merchandiser buys fashion items to be presented in a store. A fashion merchandiser must be aware of the target market for the fashion item and also be very well-versed in fashion trend analysis and forecasting. This allows for more accurate ordering. A fashion merchandiser working with a designer will once again offer expertise to the designer on textiles and fabrics.

In the event that a fashion merchandiser is working for the designer, ***promoting*** the designer's product to stores that may want to buy large quantities is a number one priority role. Not only is the fashion merchandiser required to have a creative mind and strong visual merchandising skills, production skills must be sharp as well. Fashion merchandising promotes a designer's items through the use of fashion shows where creations and visual effects are exaggerated to capture the attention of potential buyers. Additionally, fashion merchandisers seek out the target market for a designer's clothing, such as children's clothing stores, department stores or discount retailers.

The final component of fashion merchandising is ***selling***. A fashion merchandiser who works with a designer is responsible for selling fashion items to stores, which then sell to consumers. Again the merchandiser must have an idea about forecasting and market trends to give recommendations regarding production of the item. Creativity is important because a merchandiser must offer suggestions on how to display the items within the store. When a fashion merchandiser works for a retail store, responsibilities include buying and presenting fashion items within the store.

Merchandising takes place at several levels. In fashion industry there are *three* Levels of Merchandising

- *Retail Organisation Merchandising* — It is a specialised management function within the fashion industry. It is the business that moves the fashion world from designers' showroom to retail sales floor and into the hands of consumers. It is achieved by the internal planning that takes place within a retail organisation. It ensures that adequate amount of merchandise are on hand and sold at prices that the consumers are willing to pay to ensure a profitable operation.
- *Buying Agency Merchandising* provides services for goods buying consultancy. Buying agency acts as procurement office for the buyers. Selling through buying agencies is profitable for exporters as it helps in significant cost and time saving. The responsibility of the buying agent is to identify vendors, negotiate costs, check in-process quality, and perform pre-shipment quality inspection. They keep a regular control over quality during production process.

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- *Export House Merchandising* — To understand this it is best to understand the role of a merchandiser in an export house. There are two types of merchandisers in an export house—the buyer merchandiser and the production merchandiser. The buyer merchandisers act as a link between the buyer and the manufacturer. They have the responsibility of ensuring that the product is developed as per the requirements of the buyer. So they have the responsibility of sourcing, sampling and communication with the buyer. The production merchants on the other hand, are a link between production and buyer merchants. They have the responsibility of ensuring that the production goes according to the schedule and requirements of the buyer.

Other concepts and requirements in fashion merchandising that one needs to understand are:

Target Market : It is defined as category of consumers one is targeting at for selling the product. It is essential to understand the target market as this will allow the sales department to focus on that category of consumers who are 'most likely' to purchase the offering. It is also to insure the highest return for the marketing/sales expenditures.

This can be done through *Market segmentation.* Market segmentation is a strategy that involves dividing a larger market into subsets of consumers who have common needs and applications for the goods and services offered in the market.

Market can be segmented in various ways—

Demographic Segmentation is on the basis of Population, Age, Sex, Occupation, Education and Income.

Geographic Segmentation is on the basis of cities, states and regions. Climate of various places may vary and it plays an important role as choice of merchandise, especially as selection of clothes is climate dependent.

Psychographic Segmentation is on the basis of lifestyle like social activities, interests, leisure pursuits, needs and wants. People having similar lifestyles can make up a target market group.

Behavioural Segmentation is on the basis of opinion on specific products or services. Many times rating of usage of products and services is done. This helps in improving the service/product and make it different from others.

As a merchandiser one needs to interpret consumer demand also. There is a need to understand what customers' buying motivations are.

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Merchandising Rights

Right Merchandise: Retailers must fill their shelves with the merchandise that the customer wants.

At Right Place: The location of the merchandise is of prime importance since it decides accessibility.

At Right Time: Much merchandise is seasonal in nature and must be on hand when it is most needed.

In Right Quantity: This means a profitable balance between volume of sales and amount of inventory.

Right Price: Merchandiser must arrive at a price that is high enough to give the store profit and yet low enough to meet the competition and customers' expectations.

With Right Promotion: Right balance between investment and the appeal created for the customers ensures successful promotion.

Fashion Retail Organisations — Overview of retailing

Organisational Structure includes a clear understanding of the authority and responsibility for each job to be done. Organisational system differs with the difference in type of merchandise, size of retail firm and target customer.

Small Single-unit Store is a neighbourhood store. These are owner and family operated single stores.

Department Stores consist of separate sections, known as departments, such as clothing, sporting goods, automotive supplies, health and beauty products and electronics equipment. Some department stores may also sell food products.

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Chain stores are retail outlets that share a brand and central management, and usually have standardised business methods and practices.

Major Divisions

- *Merchandising division***:** buying, merchandise planning and control, selling, fashion coordination.
- *Sales and promotion division*: advertising, visual merchandising, special events, publicity and public relations.
- *Finance and control division*: credit, account payable and inventory control.
- *Operational division*: maintenance of facilities, stores and merchandise protection, personnel, customer service and receiving and marking of merchandise.
- *Personnel and Branch Store Division*: may function separately if the store operations are very large.

ACTIVITY 1

Visit a market place. Observe, identify and list the various types of store in the market.

PREPARING FOR A CAREER

For the reason that this career combines style with business sense, a flair for fashion (alone) will not bring you success. Rather, there are three primary (and divergent) skills that a fashion designer, merchandiser and marketer must possess in order to succeed in this field.

- *Forecasting ability*. The ability to forecast fashion trends is an essential part of this career. This requires a thorough knowledge of past future trends, current future trends (as represented by sometimes minute changes within the fashion industry) and an awareness of how the marketing of an item contributes to these fashion trends. Moreover, they must be able to keep well ahead of these fashion trends to capitalise on them in time.
- *Analytical ability*. Fashion merchandisers and marketers must be able to analyse the 'dollars and sense' part of their jobs. This means that they must keep abreast of the economy as a whole, the economy of their particular companies, and how certain styles will fit into a consumer's budget. They must juggle a complex set of factors to ensure that they make a profit for their employers.

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- *Communication ability*. Excellent communication skills are absolutely essential in this field. They must be able to negotiate prices with manufacturers and sell their fashion choices to the public. To this end, they frequently write advertising copy, press releases, and even personalised letters to consumers. All of this takes skilled communication skills.

Fashion designers typically need an associate or a bachelor's degree in fashion design. Some fashion designers also combine a fashion design degree with a business, marketing, or fashion merchandising degree, especially those who want to run their own business or retail store. There are several different degree programmes in fashion design and merchandising. You can earn a certificate, a diploma, an associate's, or a bachelor's degree in this field. Your choice depends upon a number of factors that take into consideration the unique qualities of each degree programme.

- Certificate or diploma degree programmes in fashion merchandising can usually be completed in 6 months to 1 year. The programme duration is so short because the coursework will focus on the actual job of fashion merchandising. A certificate or diploma programme may suit you if you do not have the patience for long-term schooling and if you want to be able to enter the fashion field more quickly.
- Fashion Merchandising related degrees are 2-year Master's programmes that combine a certain amount of liberal arts (or general educational) requirements with fashion and business courses.
- Bachelors' degrees in fashion design or fashion merchandising are 4-year programmes that combine a substantial amount of liberal arts requirements with fashion and business courses. If you have the patience for long-term schooling, the desire for a broad education and yearning for various promotional opportunities, a bachelor's degree may be suitable for you.

Scope

Many are attracted to pursue a career in the fashion industry due to lucrative income opportunities. In addition, the idea that you can succeed on your own, further motivates aspirants. As a matter of fact, about one-third of professional fashion designers are self-employed.

In general, fashion designer professionals have innate artistic and creative qualities. They use their creative gifts and artistic talents to create unique design concepts for various fashion applications. Today, fashion

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designer professionals are in demand in a variety of industries. Since there is a constant demand for fashion designers specialising in a particular field, most of the aspirants focus their talent in one specialised fashion area like interior designing, merchandise displays, clothing/apparel, theatre sets and many more. You need to always equip yourself with fresh and new ideas since market and fashion trends are constantly changing.

Currently, there are a number of fashion design careers available. Some of the popular fashion design careers that you could consider are as follows:

- Visual Merchandise Designers: They are mainly responsible for designing window displays, arranging store merchandise, creating props and accents, organising clothing placement, styling mannequins, and spearheading marketing campaigns.
- Fashion Designers: Those working as fashion designer professionals are typically tasked to create designs for clothing and apparel. Some work with popular fashion designers while others manage their own fashion labels.
- Set Designer: As the name implies, set designers are primarily assigned to conceptualise designs needed for movies, television and theatre productions. Their styles and designs must always be in line with what the script or the director requires. Some set designers produce unique set designs for trade shows and museums.
- Interior Designer: The main goal of interior designers is to perfectly combine form with function. Their primary function is to introduce interior concepts that will increase the beauty, safety and functionality of a particular space or area. Interior designers work in a variety of settings including retail stores, residential homes, offices, hospitals, hotels and many more.

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Key Terms

Fashion, Style, Fad, Classic, Couture, mass production, Fashion Cycle, Fashion Merchandising, target market, buying houses/agencies, export houses, market segmentation and retail organisations.

Review Questions

1. Outline the major developments in fashion.
2. Identify and explain the various stages of fashion cycle.
3. What do you understand by the term fashion merchandising?
4. Describe various levels of merchandising?
5. 'To interpret consumer demand one should understand target market and customer motivations'. Elaborate.
6. Enumerate the knowledge and skills that a fashion designer and merchandiser must possess.
7. What advice would you give to your friend who wants to pursue fashion designing and merchandising as a career?

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PRACTICAL 1

Theme: Developing a female fashion figure

Task: To learn sketching of a fashion figure and proportions

Purpose: This practical will help students to understand the proportions of different parts of the body to create a figure. This would result in a form, on which they can communicate their design ideas for apparel. Fashion figure is referred to as ***croquis*** (which means an outline or rough sketch). *Croquis* is constructed using head as the unit of measurement. Fashion figure has 8 ½ to 10 heads as its full size. Multiples of head are taken as the measure for different proportions of different parts of the body. Basic head measurements will vary depending on the fashion look at a particular time.

Requirements: Sketch file and pencils.

Conducting the Practical

Croqui proportions are as follows—

- Shoulders are widest
- Waist is smallest
- Hips are in between the two
- Fashion figure is approximately ½ from top of head to bottom of torso, and ½ from end of torso to ankle

Horizontal guidelines include the following levels —

- Shoulderline
- Bustline
- Waistline
- Hip plane
- End of torso

Vertical guidelines are —

- Centre front
- Armhole
- Princess

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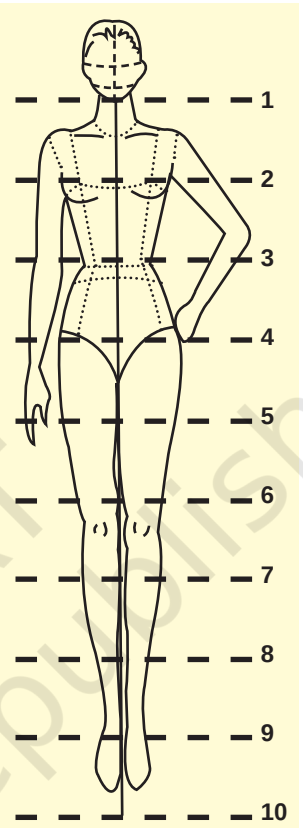
Sketching

1. Draw a central line that measures 10 heads, where one head measures 1". This is Centre front line.
2. Divide it in 10 parts as shown in the figure.



Now mark the following at the levels indicated —

3. Eye line — ½ head
4. Shoulder line —1½ heads
5. Bust line — just below 2
6. Waist line — just below 3
7. Hip plane — 3½ head
8. End of torso — bit above 4½ heads
9. Knees — 6½ heads
10. Ankles — above or at 9
11. With a pencil join the levels and develop the form as shown in the figure.
12. The croquis is ready to be used for showing your design ideas.
13. Practice at least 5 croquis with different head measurements.

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CHAPTER

10

CARE AND MAINTENANCE OF FABRICS IN INSTITUTIONS

LEARNING OBJECTIVES

After completing this section the learner will be able to —

- discuss the significance of care and maintenance of fabrics and textile products
- describe the concept of care and maintenance of fabrics in hospitals and hotels
- explain the process and various equipments required and their usage
- discuss how a student can prepare for a career in this field.

INTRODUCTION

The use of fabrics in a family setup for apparel and household is well known. You may also be aware that some special fabrics are used for industrial purposes, for interiors in institutions for heat and sound insulation and for bandages, masks etc. in hospitals. Since fabrics with specific properties are selected for specific usage and functionality, it becomes important that these characteristics are retained for the expected life of the material. Efforts are also made to prolong the period of the serviceability of the product by taking good care of them. Care and maintenance of fabrics includes two aspects:

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- Keeping the material free of physical damage and rectifying any damage that may have occurred during its use.
- Retaining or refreshing the appearance in terms of removal of stains and dirt and retaining the textural and visual characteristics.

Basic Concepts

Clean fresh hygienic clothes, spotless and crisp household linen are the outcome of successful laundering or dry-cleaning. Laundry is both a science and an art. It is a science because it is based on application of scientific principles and techniques. It is also an art since its application requires the mastering of certain skills to produce aesthetically pleasing results.

You are aware that care and maintenance requirements of different fabrics depend on its fibre content, type of yarn and fabric construction techniques, the finishes given to the fabrics and the purpose for which they are used. You are also aware of the process of laundry, stain removal, role of water — suitability of soaps and detergents, methods of washing, finishing treatments, ironing and hot pressing, folding. Let us now briefly discuss the equipments required for these activities. There are mainly three types of equipments in common use:

A. Washing Equipment

B. Drying Equipment

C. Ironing/Pressing Equipment

At household level, a large amount of washing is done manually, using equipments like buckets, basins, bowls and scrubbing boards and brushes. In some cases, basic washing machines have been added.

A. Washing Equipment

Two types of models of washing machines are available — top loading (where the garments are put into the machine from the top) and front loading (where the garments are put in the machine from the front side).

Activity 1

Do a survey of types of washing machines available in the market. Collect pictures and paste them in the given boxes.

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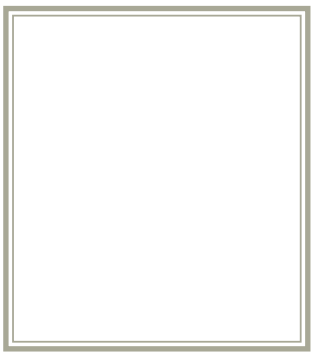
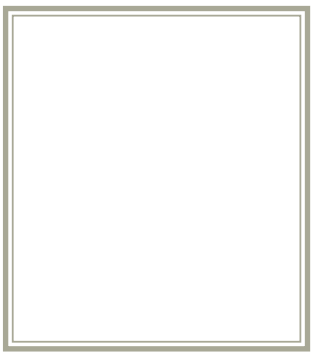
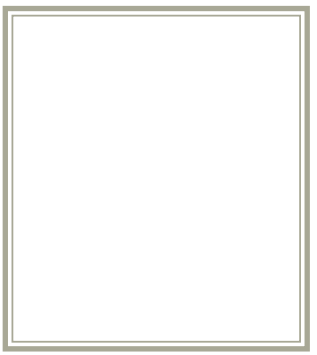


Top Loading Washing Machine



Front Loading Washing Machine



Two Tub Machine

These machines may further be:

(a) Fully automatic: These machines have a single time setting of controls for each use i.e water filling, temperature of water, wash cycle and number of rinses. No further intervention of the operator is required.

(b) Semi-automatic: These machines require intervention of the operator at frequent intervals. Rinse water in such machines has to be filled and drained out with each cycle. These are generally two-tub machines.

(c) Manually operated: In these machines, 50 per cent or more of the work is manually done by the operator.

Automatic Washer performs the following operations

a. *Filling up water.*

b. *Water Level Control* is also an important feature. The water level is controlled either automatically or manually.

c. *Regulation of Temperature of Water:* The machine has a button, dial or panel indication which permits selection of desired temperature of the water. The temperature may be same for wash and rinse or different for the two operations.

d. *Washing:*

The principle of all washing machines is to keep the fabric in movement in the washing solution to carry away the dirt. The major methods of this are:

i. Agitation — This is used in top loading machines. The agitator has blades which may rotate (movement in one direction) or

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oscillate (alternate movement in two directions) which cause the creation of a current in the tub, forcing water into the fabric.

ii. Pulsation — This is also used in top loading machines. The movement is caused by a vertical pulsator, which has very rapid movements vertically.

iii. Tumbling — This is used in front loading machines. Washing takes place in a horizontally placed cylinder which is perforated and which revolves in a partially filled tub. With each revolution the clothes are carried to the top and then dropped in the wash water. This means that the clothes move through the water rather than water moving through clothes as in the previous two types.

Depending on the size of the machine and the type of fabrics to be treated, the agitators may be made of plastic, metal (aluminium) or bakelite, and are such that they are not affected by detergents, bleaches, softeners etc. Agitation speed can also be varied depending on the type of fabric.

e. *Rinsing*

This is the important phase in the wash cycle. If the rinse is not thorough, the clothes may look grey and dull and have a harsh texture.

f. *Water Extraction*

Water is extracted after the wash phase and after each rinse phase of the cycle. It can be done in three ways:

i. Spinning: Spinning at speeds greater than 300 rpm, which generates a centrifugal force which in turn throws the water up and out. This water is pumped down the drain.

ii. Bottom-drain: Machines with perforated tubs stop at the end of wash phase and then at the end of the rinse phase and drain through the bottom. At the end of the drain period, the tub begins to spin as described above which removes the remaining water from clothes.

iii. Combination Bottom-drain and Spin: Some machines drain through the bottom without stopping i.e. the bottom draining occurs during the spin period. This system provides the best water extraction because it can remove the heavy dirt at the bottom and dirt in suspension in water.

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The amount of water extracted from the clothes during spinning is directly affected by the speed at which the tub spins. The speed can vary from 333–1100 rpm. Spinning to near dryness is avoided because it may cause wrinkles which are difficult to remove during ironing. The optimum speed is approximately 600–620 rpm.

B. Drying Equipment and Process

Apart from drying in the open, driers are used at commercial and institutional level.

There are two types of circulation systems in driers:

(a) Air of relatively low temperature is circulated at high velocity. Room air enters the drier from under the front panel, passes over the source of heat and then through the clothes and leaves through an exhaust. Thus the temperature and humidity of the room stays normal.

(b) Air of high temperature is circulated slowly. In this after the air enters the drier and passes over the heat source, it is drawn by a small fan through perforations at the top of the drier, then downwards through the clothes and out through the exhaust. Since the movement of the air in this drier is slow, the relative humidity of the exhausted air is high.

C. Ironing and Hot pressing

Most households have an iron and a temporary or permanent place for work. Ironing is the process of smoothening out wrinkles created with use or during washing. Pressing helps to put creases such as in sleeves, trouser legs and pleated skirts. Irons have smooth metal surface which can be heated. Most electric irons have an inbuilt thermostat, which can adjust the temperature to suit the fabric. The iron may also have a system of producing steam while in use. The weight of the iron varies from 1.5–3.5 kgs. At household level light weight irons are preferred. Heavier articles like curtains, bed covers etc. may require heavier irons.

Though in most cases the heating is with electricity, in India one can still see some charcoal irons. Charcoal iron is like a metal box with a lid, in which live coal pieces are put to heat the iron.

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Care and maintenance of apparel and articles of household usage within the family may be done at different levels. Household laundry takes care of clothing and small articles of daily use. Bigger articles of household linen and some special articles are sent to commercial laundries. Sometimes services are hired of individual professionals who collect material from household for washing and/or ironing and finishing. Such professional (often called *dhobis*) serve individual households and institutions like student hostels, small hotels and restaurants. They generally work from their homes. For washing they make use of specially marked places in towns and cities called *dhobighats*.

ACTIVITY 2

Make a list of the type of fabric articles in your home. Categorise them according to the maintenance activities done within the household, sent to commercial laundry or use made of certain professionals.

The concept of individual workers grew up into 'Laundries' or 'Dry-cleaning' shops. Here the customer takes the articles for cleaning and comes back a few days later to collect finished articles. The customer may be an individual or an institution. Bigger laundries often have several centers or shops in different parts of the city. Some laundries also provide services of transport of material to and from the customer. This is specially so in the case of institutions like hostels, small hotels, restaurants and also small hospitals and nursing homes.

The commercial laundries are organised in different sections. Each section deals with a specific job, such as washing, water extraction, drying, pressing and ironing. Some laundries may have a separate section for hospital and institutional work, and another for individual and personal work. They also may have separate sections for dry-cleaning, for fibre specific articles like woolens, silks and synthetics, and for special articles like blankets and carpets. Some laundries also have arrangement for dyeing and special finishes like *zari* polishing. Most laundries would have units for inspection, sorting out of materials and taking care of pretreatments like mending, repairing and stain removal.

These laundries have bigger equipment and in larger numbers. The washing machines have the capacity to handle 100 kg or more of load in one cycle (as against 5–10 kgs in domestic washing machines). They have separate machines or dry-cleaning. Other equipments include hydro extractors, driers, flat bed ironing and pressing equipment, roller ironing

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and calendaring machines, folding and packaging tables and trolleys to carry material from one place to another.

The commercial establishments have a system of keeping record. When the article is received, it is checked and any damage or special care requirement is recorded. The customer is given an invoice for the kind and number of articles received and the date of delivery. System of code tags matching the invoice helps to identify the items of each customer or invoice.

Institutions

Large institutions that require a constant flow of clean linen, working-clothing or uniform, like hospitals, prisons and hotels, will usually have their own laundry departments. The organised collection, laundering and timely delivery of processed material is essential to the operation of the institution.

There are two types of institutions which have in-house laundry and maintenance setups, i.e., within their organisation. These are hotels and hospitals. Both have a large quantum of bed linen and other room furnishing requirements as also staff uniforms and accessories such as aprons, caps, head dresses and masks.

The hospital laundry takes care of hygiene, cleanliness and disinfection. However, a number of hospitals have started using disposables where there is a threat of infection, which are then destroyed by burning. Most of the articles in hospitals are of cotton and dyed (in colours specific to the hospital and department) with dyes which have excellent wash-fastness. Only the blankets are woolen. The daily laundry thus emphasises mainly on cleanliness of cotton materials. Here too the stubborn stains may not be taken notice of and finishing like starching and whitening is not included. Even the ironing and pressing may not be done to perfection. Repair and mending and condemnation of unusable material may or may not form a part of the services required.

In the hospitality sector, i.e. for hotel and restaurants, aesthetics and final finish of the articles are the most important. As compared to hospitals the articles here may be of different fibre contents. Final finishing of laundered goods, i.e., starching, ironing pressing and correct and perfect folding, are emphasised. They also have to care of guests' personal laundry when required. As mentioned earlier the smaller hotels may have link ups with commercial laundries from outside.

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Process of laundry functioning in hospitals

1. Collection from Emergency, main OT, OPD, various specialised centres and wards
2. Transportation from linen bank or directly from hospital to laundry plant
3. Unloading dirty linen and sorting
   - Bed linen— clean, mildly soiled and very soiled
   - Patients' dress
   - Doctors' dress
   - Blankets
4. Washing is done in large washing machines which have a capacity of 100 kg per load.
5. Hydro-extraction — Hydro extractors work in centrifugal motion which gets rid of 60–70% moisture.
6. Drying
7. Pressing, ironing, folding and stacking
8. Mending and segregation of condemned articles
9. Packing
10. Distribution

The quantum of work, especially for bed linen, is much larger for hospitals as compared to hotels. The big hotels may have upto 400–500 rooms.The larger hospitals may have to take care of 1,800–2,000 beds or even more. Of these, sheets in Operation Theater, Maternity ward and Labour room may require 5 or more changes per day. Linen requirement in stock is a minimum of six sets per bed. Each set normally consists of bed sheet, draw sheet and a pillow slip. The blankets are not changed daily unless soiled. Apart from linen for patient's bed, the other articles to be laundered are dress (gowns, kurta, pyjamas etc.) for patients, dress (coats, gowns, kurta and pyjama) for doctors (that is generally a different colour from dress for patients and may be of tericot material), and some general material like table cloths and curtains.

As in the case of commercial laundries there is a system of keeping record for collection and disbursement of material to each department. An example is given as follows.

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NAME OF THE HOSPITAL
Receipt for Washable Linen

Receipt No……
Received from……...
Dated……. Time ……

S.No	Name of the clothing	No.	Remarks
1	Bed Sheet		
2	Draw Sheet (White)		
3	Draw Sheet (Green)		
4	Patient's Kurta		
5	Patient's pajama		
6	Doctor's Kurta		
7	Doctor's Pajama		
8	Doctor's Gown		
9	Towel split		
10	Towel Hand		
11	Face mask		
12	Baby Frocks		
13	Blanket Big/ Baby		
14	Pillow Cover		
15	Slings		
16	Apron		
17	Dirty Linen Bag		
18			
19			

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PREPARING FOR A CAREER

The field of Care and Maintenance of Fabrics is a technical field. The primary requirements are:

- Knowledge of the material, i.e., its fibre content, yarn and fabric production technique, and the colour and finishes applied, in terms of the effect of care required.

- Knowledge of the processes involved.
- Knowledge of the chemicals and other reagents used in the process and their effect on the fabric.
- Working knowledge of the machinery requirements and its functioning.

Generally, Laundry Management courses are short term programmes, which offer coaching, job placement assistance, assistance to start business, practical training with stipend in hi-tech laundry, job opportunities in airways, ship, railways, hotels and hi-tech hospitals. However, since each setup may have different types of equipment and different requirements, a practical training or internship would be required. Qualifications in Textile Science, Textile Chemistry, Fabric and Apparel would be extremely useful. These courses are offered as specialisation for the graduate degree by several institutions throughout the country that offer Home Science.

Scope

This is one area where persons with specialisation in Textiles and Clothing, Fabric and Apparel can venture into entrepreneurial activities. These services provide much needed help and support for the end users, in metropolitan areas especially where women are working outside the home. There may also be a large number of nursing homes, small hospitals, day care centres etc. which would need such services on a regular basis. One may also choose to work in hi-tech laundries of railways, airways, shipping lines, hotels and hospitals, i.e., institutions and organisations that have in house program for care and maintenance of fabrics and textiles.

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KEY TERMS

Laundry, washing, ironing, dry-cleaning, disinfection, washing machines, hydro-extractors, calendaring, tunnel washing systems

REVIEW QUESTIONS

1. What are the two aspects of care and maintenance of fabrics?
2. What are the factors which affect the process of cleaning of fabrics?
3. How are the different sections organised in a commercial or institutional laundry?
4. What are the differences in processing laundry work in commercial laundries and hospital laundries?

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PRACTICAL 1

Theme: Care and maintenance of fabric products: Stain Removal

Task: To remove different types of stains like ball pen, blood, coffee, tea, lipstick, curry, grease, ink.

Purpose : A stain is an unwanted mark or colouration on a fabric caused by contact and absorption of foreign matter which needs special treatment before the actual washing process.

Conduct of the Practical : In order to use the right procedure for removing the stain, it is important to identify the stain.

"Refer to the Chapter 17 in Class XI textbook for HEFS Care and Maintenance of Fabrics".

Procedure : Take two samples of each stain on white cotton cloth of 4"X4". Treat one while keep the other as controlled sample. Remove the stain by referring to the table given:

Stain	Condition	Cotton and Linen	Silk and Wool	Synthetics
1. Blood	Fresh	Soak in cold water. Then wash in dilute ammonia.	Sponge with cold water.	Wash in cold water.
	Old	Steep in cold water and salt until stain is removed (1 oz to 2 pints).	1. Same as for cotton 2. Apply starch paste. Leave it to dry and brush it.	-
2. Ball pen ink		1. Steep in methylated spirit. 2. Wash with soap and water.	Same as cotton	Same as cotton
3. Curry stain	Fresh	1. Wash with soap and water. 2. Bleach in sunlight and air.	Same as cotton	Same as cotton

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	Old	1. Same as for fresh. 2. Bleach with javelle water.	Treat with potassium permanganate and ammonia. Dip the stained portion alternately in the above solutions.	Bleach with sodium perborate.
4. Grease	Fresh	Wash with hot water and soap	1. If washable, same as cotton. 2. For unwashable, spread French chalk on the stain. Brush off the powder after an hour.	Same as silk and wool
	Old	1. Treat with grease solvent (Petrol, methylated spirit). 2. Wash with hot water and soap.	Same as cotton	Same as cotton
5. Ink	Fresh	1. Rub the stain with a cut tomato and salt wash. 2. Soak the stain immediately in sour milk or curd for half an hour. Wash. 3. Apply salt and lime juice and leave it for half an hour. Wash.	Treat with sour milk or curd as for cotton.	Same as silk and wool
	Old	1. Try above no. 2 and 3 with prolonged treatment. 2. Steep in dilute oxalic acid. 3. Rinse thoroughly with dilute borax solution.	1. Same as cotton 2. Rinse in dilute ammonia solution.	Same as silk and wool

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6. Lipstick	Fresh	Steep in methylated spirit and wash with soap and water.	Same as cotton	Same as cotton
	Old	Moisten and soften by working glycerine into a stain. Leave for a short while. Rinse and then wash with soap and water.	Same as cotton	Steep in kerosene or turpentine. Wash with soap and warm water.
7. Tea and coffee	Fresh	Pour boiling water through.	1. Steep in warm water. 2. Steep in dilute Borax solution (1/2 tsp to 2 cups of water)	Steep in warm sodium perborate solution (1 tsp-1pint)
	Old	1. Spread Borax over and pour boiling water through. 2. Steep in glycerine until stain is removed.	1. Steep in Borax Solution 2. Treat with dilute hydrogen peroxide.	

Note

After conducting the practical stick the control and treated samples in your file.

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UNIT V

RESOURCE MANAGEMENT

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Introduction

Resource Management focuses on the allocation and utilisation of human and non-human resources to achieve the goals of the individual and family in any organisation. It emphasises areas in consumer and family finance, ergonomics, design and management of interior and exterior spaces including environment as well as hospitality and event management. Students are taught to appreciate the importance of Ergonomics and its applications in the home, in public places and in industries.

All of us aspire to have a good standard of living and quality of life. This implies that as consumers we expect all products and services that we need and utilise are of good quality. When we purchase goods or products we often need advice. When we have any problems we need professionals who can help us to sort out the problems by approaching consumer guidance and counselling centers.

In addition, families as well as organisations need assistance for organising and conducting various events. You will find many events taking place in different parts of the country, varying from launching of products, film previews, launching of government schemes, marathons, fund raising, exhibitions, conferences, among many others such as weddings, parties, celebrations, etc. Persons/organisations that are responsible for these can approach and avail of professional services to organise such events. With increasing number of events in cities, metros and rural areas, event management is now becoming a specialty profession.

For any function, hospitality is an integral part of services and is required on daily basis whether it is a hotel, hospital or other related service organisations, such as hostels, service apartments and corporate houses, among others. This has opened up numerous career opportunities for persons at various hierarchal levels. Many companies today are looking for outsourcing hospitality related activities. Therefore, these areas offer tremendous potential for entrepreneurial ventures.

Whatever we do and wherever we work, performance and productivity are vital for success. Hence the role of human resource management is a critical component. Besides this, all of us like to work and live in attractive, user friendly places. This can be made possible by well-planned and managed spaces, both indoors and outdoors. Interior designers can help to render services to people/organisations for designing spaces. Similarly, the exterior of any building or place, parks, conversion of waste land to green zones are required to be done by landscape designers. The Interior Design course focusses on drafting and arranging as well as creating interiors of private and commercial spaces. It also prepares students to significantly and positively address local, regional and global environmental issues concerned with sustainable living and to create new ways to enhance the environmental concerns.

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CHAPTER

11

HOSPITALITY MANAGEMENT

LEARNING OBJECTIVES

After completing this chapter the learner will be able to:

- explain the importance of hospitality management
- explain the functioning of food and beverage departments of the hospitality industry
- describe the functioning of housekeeping department
- discuss the functioning of front office in hospitality industry
- know the various career opportunities available in this field.

INTRODUCTION

When we go to a restaurant or hotel, we expect to be greeted and served properly. If not, we are unlikely to repeat the visit. In Indian culture guests are regarded as God-like and treated accordingly, as encapsulated in the words "Athithi Devo Bhava". This implies that each and every guest must be received with warmth and given the best possible care and service in all respects. In ancient times, people generally stayed with relations or friends or in 'dharmashalas'. However, in modern times, increasing trade and commerce within the country and between different countries has necessitated provision of paid services for hospitality.

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SIGNIFICANCE

With globalisation, the world has become a small place, where people travel from one place to another, within the country, and internationally for many reasons. It may be for business purposes, marketing products, for official purposes, study, pilgrimages, seeking health care (medical tourism), enjoying leisure time/vacation, visiting relatives or for shopping. Some people travel to see various places especially for experiencing different cultures, seeing heritage monuments, wildlife or natural beauty. You must have seen attractive advertisements for festivals like shopping festivals, wildlife tours etc. and photographs of people who come from many different places for events like the Pushkar and Kumbh melas, the Dusshera festival in Mysore, the Ganapati festival in Mumbai and Pune etc. All people who visit/participate in such events need a place to stay that is comfortable, safe and hygienic. If not, one carries unpleasant memories. Hence, tourists (Tourist is one who travels and stays temporarily in another place) need comforts and facilities similar or close enough to what they are accustomed to at home. The hospitality industry, hence, has grown to provide "*A Home Away From Home*" and this is one of the fastest growing industries.

Let us now explore the world of the hospitality industry and understand the efforts that the industry must make so that the tourists feel comfortable.

BASIC CONCEPTS

Let us start with the term 'Hospitality'. *Hospitality* is the relationship between the guest and the host. It is the act/practice of being hospitable including friendly generous reception/welcoming of guests, their entertainment and providing services with warmth and courteousness. It is basically concerned with providing a place to stay, food, entertainment and other facilities to make the stay comfortable. Different types of establishments offer hospitality services e.g., hotels, motels, lodges, resorts, and furnished apartments.

- A *hotel* is a commercial establishment offering lodging, meals and other services to its guests.
- A *motel* provides services like a hotel and provides parking facility near the room or a room door that opens out onto the parking lot.
- A *lodge* offers rented accommodation especially for sleeping and may not offer food and other services.

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- A *resort* is known for its leisure attraction. It offers a broad range of amenities, sports facilities and leisure activities for ensuring a total vacation experience.
- *Furnished apartments* provide all essential amenities needed by the guests.
- *Furnished camps* provide hospitality to people who go hiking, undertake adventure sports etc.

In addition to these, hospitality services are integral to the services provided at conventions, conferences and other events including weddings and parties, theme parks, cruise lines, amusement parks as well as guest houses, hospitals. Organisations which provide hospitality generally have management departments. Hospitality services are also provided by hostels. The fundamental principles of hospitality management are applicable to one and all. In order to have smooth and efficient functioning the tasks are carried out by different sectors or departments as shown in Fig. 17.1.

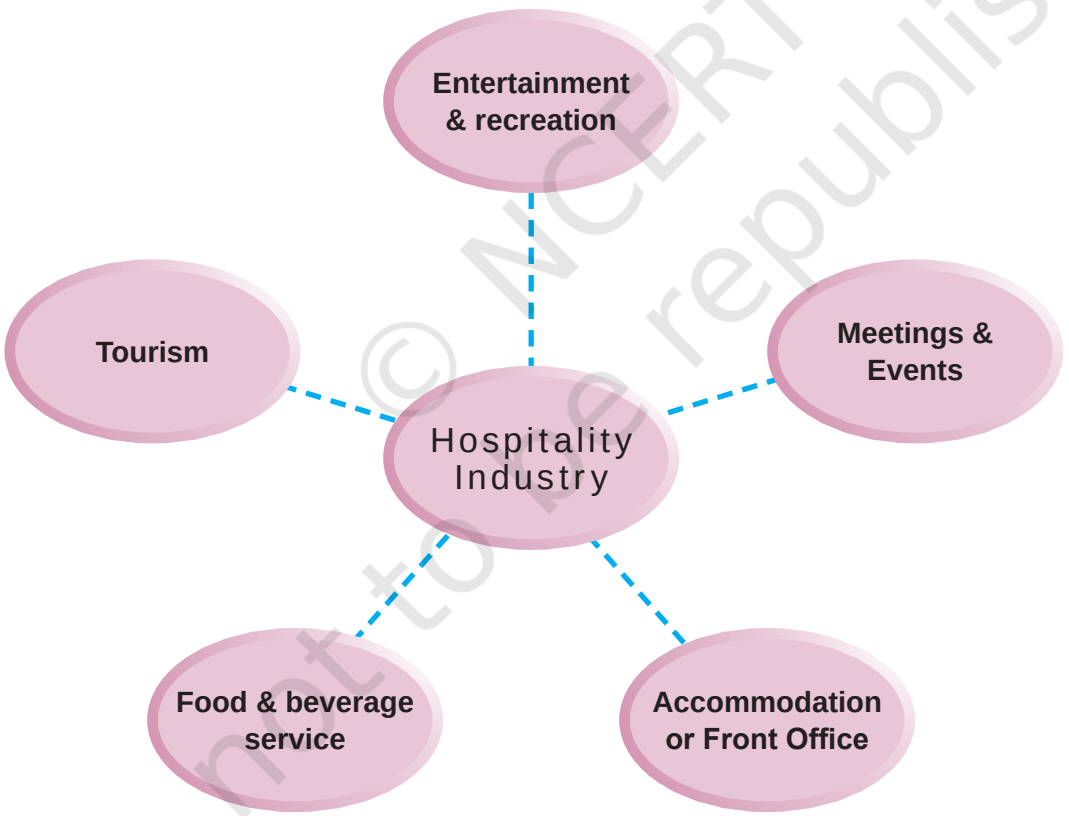

Fig. 17.1: Departments/Sectors in Hospitality Industry

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In order to have a better understanding of the different departments it is necessary to understand the concept of "Guest Cycle".

What is the Guest Cycle? The **"Guest Cycle"** starts even before the guests physically steps into a hotel and it consists of four stages (Fig. 17.2).

1. *Pre-arrival stage* — The activities done in the pre-arrival stage include: (i) quoting rates for a guest (ii) reserving a room as a part of central reservation system or reservation department.
2. *Arrival Stage* — In this stage, as the title suggests, the guest actually arrives and registers or checks-in.
3. *Occupancy* — This stage consists of providing various services as per the guest's requirements, ensuring security of the guest and co-ordination of various guest services. Guest satisfaction is the main focus in order to ensure and encourage the guest to patronise and use the services of the establishment again; in other words, to obtain and retain 'customer loyalty'.

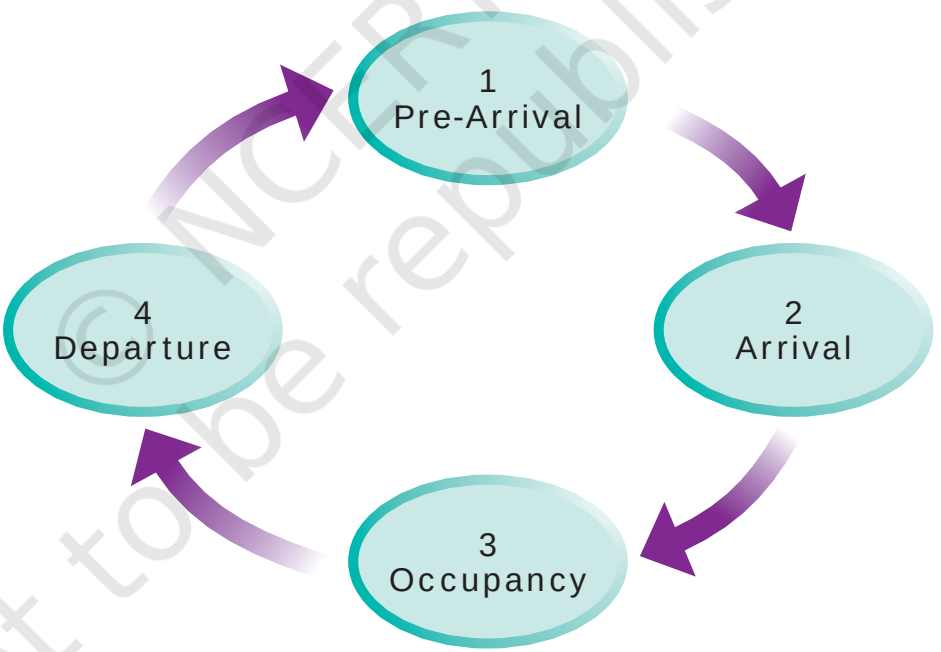

Fig. 17.2: Stages of the "Guest Cycle"

4. *Departure* — This is the final stage of the Guest Cycle where the guest is ready to leave/move out or "check-out" of the accommodation. An up-to-date record of the room occupancy of the guest is kept along with other information about the guest known as 'guest history'

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including feedback from the guest about his/her opinion about the services.

Departments Involved In Hospitality Management of an Organisation

Front office: The guest cycle falls largely under the domain of Front Office. The guest arrives at the front office and comes in contact with the staff of the hospitality industry for the first time. Interaction between the guest and the staff is very critical to develop good relationship between the guest and the organisation and also in building a good image. Hence, the front office is the focal point of any hotel.

The services offered by the staff here include — welcoming guests, meeting and greeting them, organising reservation status of room availability, registering guests and allocation of rooms, maintaining records of check-in and check-out details, porter services, issuing room keys to guests, passing messages to customers, coordinating with other guest services, providing in-house and external information to the guests, and preparing and settling their bills. The manner in which the services are offered plays a central role in image building of the institution and ultimately determines the revenue generated. Would you like to be greeted/served by a person who is expressionless and indifferent? Not at all! The front office staff also coordinate with various departments for providing services to guests such as the Transport for assisting the guest with transport, Accounts, Billing, Room service, Restaurants, Engineering, Stores, Sales and Housekeeping departments. The organisational chart of Front office is shown in Fig. 17.3.

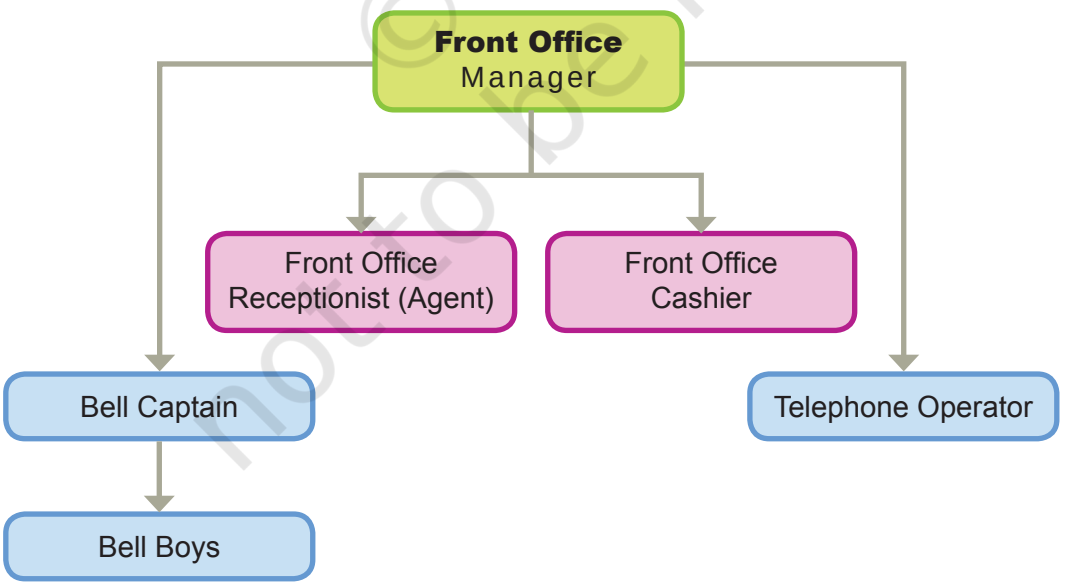

Fig. 17.3: Organisation of the Front Office Department

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The services offered by different staff members under front office desk are shown in Table 17.1.

Table 17.1: Designations and Functions/Duties of various Personnel in the Front Office

Designations	Functions/Duties
Front Office Manager	Responsible for managing the front office, lobby, transport activities. Schedules shifts/staff rotations and duties of the staff in shifts, since all hotels work for 24 hours. Checks the arrivals of the day, the "V.I.P."s, coordinates with housekeeping and other departments.
Front Office Supervisor	Is responsible for a shift. Meets and greets all arrivals, ensures accurate and speedy rooming procedure. She/He checks occupancy.
Front Office Cashier	Is responsible for maintaining the guests' bills and receiving payments when the guests checkout.
Telephone Operator / Information assistant	Is responsible for providing information and communicates with in-house guests and visitors.
Assistant Manager-Front Office	Organises and supervises the front office in the absence of front office manager and ensures smooth functioning of the front office.
Lobby Manager	Organises, supervises and controls all uniformed services.
Receptionist (Front office Agent)	Reserves, registers and assigns rooms to guests and provides information as and when necessary to guests during their stay in the hotel.
Bell Captain	Organises, supervises and controls all uniformed services, bell boys in the lobby, supervises all baggage movement during check-in and check-out.
Bellboy	Is responsible for shifting of baggage of guests, within and out of the room.
Doorman	Welcomes guests upon arrival and escorts them to the registration desk.

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Housekeeping Department: Housekeeping department is primarily responsible for providing a healthy environment by ensuring cleanliness and maintaining high standards of hygiene along with ensuring that the aesthetics of the entire establishment are maintained. The guest's decision to stay and repeatedly visit the hotel in future largely depends upon the quality of the services provided. In case of hotels, room decor, facilities provided within the rooms, safety, cleanliness and hygiene are most important.

Nowadays, many organisations, including corporate offices, are hiring housekeeping services on contractual basis. This provides an avenue for many people to start their own enterprise. When housekeeping consultancy is done on a commercial basis, it has a greater volume of activities and challenges. The work of maintaining numerous rooms and public areas becomes a gigantic and complex task. In order to provide valuable services to the client, it is essential to plan and organise the department with various sections and trained staff.

Functions of Housekeeping Department

As the prime function is to maintain cleanliness and space hygiene, it is responsible for the following —

- Cleaning of public areas and guestrooms
- Supply, upkeep of laundry and exchange of various linen and uniforms.

Fig. 17.4: Housekeeper replacing linen

- Internal flower arrangement and maintenance of external landscape or garden.

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Fig. 17.5: Special Lighting effect in the Garden of a Hotel

- Coordination and communication with other departments such as front office, restaurants, engineering, accounts, etc., through control desk.
- Pest control is also the responsibility of this department.

In order to perform these functions efficiently, the housekeeping department is divided into sections, which are as follows:

1. *Housekeeping control desk* — passes on the information to housekeeping staff who are working in various parts of the hotel.
2. *Housekeeping management* — plans, organises and controls all the activities of the housekeeping department.
3. *Guestroom brigade* — upkeeps and cleans the guestrooms.
4. *Public area brigade* — maintains cleanliness of foyer, lobby, front office and other common areas.
5. *Linen and uniform room* — coordinates with laundry; responsible for providing clean linen to entire establishment and uniform to all the staff.
6. *Horticulture and flower arrangement team* — maintains landscape of the hotel and arranges flowers in rooms and at various places.
7. *Lost and found section* — deposits misplaced luggage of guests.

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Staffing pattern of Housekeeping Department

In order to run the department efficiently it is essential to select appropriate manpower to match the various posts within. The organisational chart as given in Fig. 17.4 shows the staff hierarchy in a hotel. The organisational structure and hierarchy may vary from one organisation / hotel to another. One may appoint different individuals in different posts or have some staff 'multi-tasking'.

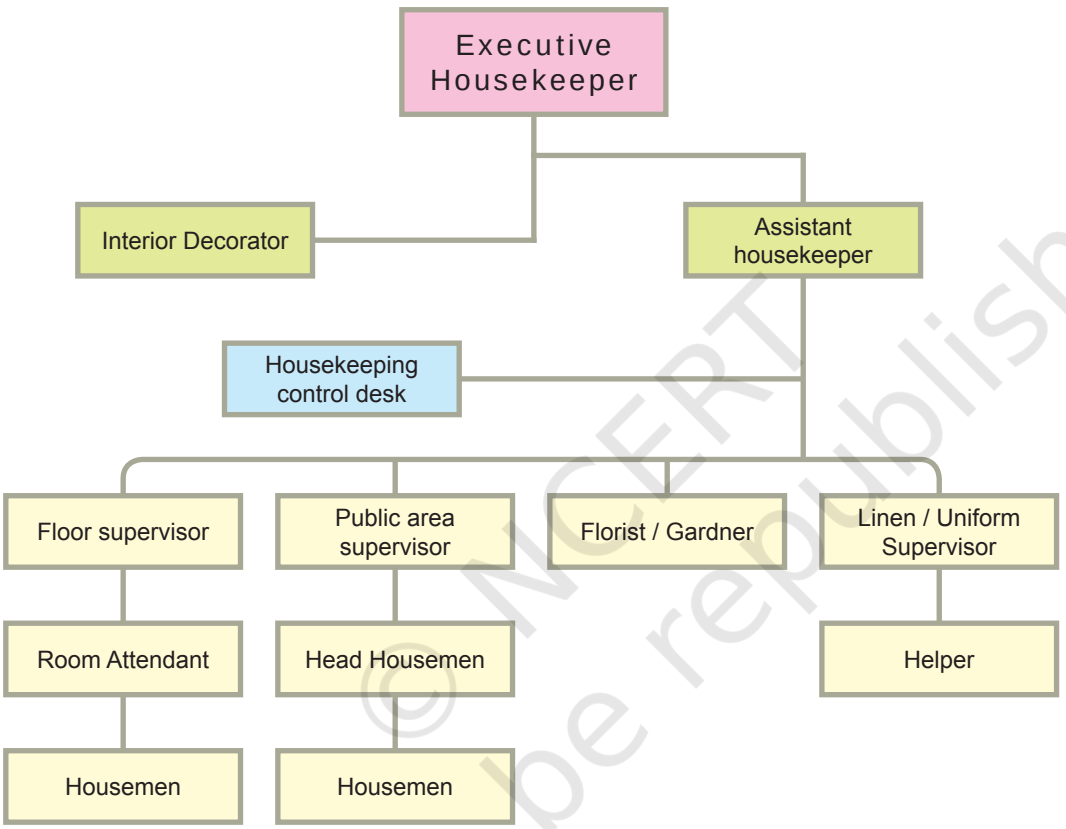

Fig. 17.6: General Organisational Chart of a Housekeeping Department

Responsibilities of the housekeeping department personnel:

1. *Executive Housekeeper* — is responsible for managing the functioning of the department through judicious use of manpower, materials, money, time and other available resources. S/he checks schedules, cleanliness and all functioning of the housekeeping department.
2. *Assistant Housekeeper* — There may be one for each shift of duty in a large hotel. Prepares duty schedule and checks cleanliness and functioning of the workers.

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3. *Desk control supervisor* — coordinates with front office for information on departure of guests, gets vacated rooms cleaned and hands over cleaned rooms. This desk should be manned 24 hours, as guests and staff contact this desk to receive or transmit information any time.

4. *Floor supervisor* — There is one supervisor for each floor, responsible for cleanliness and maintenance of guest rooms, corridors, and staircase and floor pantries.

5. *Room attendant* — does actual cleaning of guest rooms and bath rooms. Housemen perform the heavy cleaning activities such as vacuuming, mopping, sweeping, shifting of furniture.

6. *Public Area Supervisor* — is responsible for maintaining cleanliness of the public areas (Main entrance, corridor, offices, banquet halls, restaurants etc.). Gets work done through Housemen.

7. *Florist/ Gardner* — May be one person in case of small hotel. Maintains garden and does flower arrangement in various parts of the hotel.

8. *Linen room/ uniform room supervisor* — is responsible for supply, acquisition, storage, issue and cleanliness of the linen and uniforms required in various parts of the hotel.

Cleaning is an integral part of any organisation/office/hotel, hence it involves planning and having a well-organised approach in selecting staff with practical housekeeping operational skills with correct cleaning procedures and skill to do the task well under a qualified superviser to ensure quality services. Appropriate selection of specialised equipment, tools, and cleaning solutions and knowledge of latest technological applications is an essential part of training. The cleaning activities are performed either on daily, weekly, monthly or seasonal basis.

Cleaning of various *surfaces* in the hotel is done with suitable tools, cleaning solutions and specific methods. Various materials and finishes used for wall, floor, counter tops and furniture are *wood, granite, marble, ceramic tiles, stones, linoleum, plastic, vinyl, fibre glass, metals, leather, cane, rubber, cloth, paints, wall papers,* etc. Various *equipments* are needed for keeping good cleanliness. The commonly used equipments are *vacuum cleaners, various types of brushes, brooms and mops, containers, cleaning cloth and trolleys to carry multiple equipments.* Various *cleaning agents* such as *water, ammonia, vinegar, soaps and detergents, washing soda, abrasives, polishes, acids and other such liquids are used for cleaning various surfaces and materials.* One should be very cautious while using these cleaning agents. Some strong agents may damage the surface while cleaning the material hence choice of appropriate cleaning agents is important.

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ACTIVITY 1

Students are to be divided into four groups. One group will visit a hotel to observe and learn cleaning. Each group will be asked to observe daily, weekly, monthly and seasonal/spring cleaning procedures and note down the steps for each in detail, the materials cleaned, the equipment/tools used in the following format.

Note: The steps are many.

GROUP 1

Cleaning Procedure steps	Daily/Weekly/ Monthly/Seasonal	Tools used
1 ----------		
2 ----------		
3 ----------		

GROUP 2

Find out the methods of common cleaning of various surfaces in the following format.

Material	**Method of cleaning**
Wood	
Granite	
Marble	

GROUP 3

Conduct a market survey to find out various cleaning equipments such as brooms, brushes, mops etc. and draw the diagrams and uses in the practical book. Note the cost of the cleaning equipments

Brooms: Types – cost – diagram

Brushes: Types – cost – diagram

Mops: Types – cost – diagram

GROUP 4

Conduct a market survey to find out various cleaning agents available in the market and their cost. Record the brand, cost, properties and the label information. List the use and precautions given on the label by the manufacturer.

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The linen and uniform room is an integral part of the house keeping department. The laundry may be done in the department if facilities are provided. Otherwise it can be given to an outside agency. The linen room stores and maintains enough stock of bed linen, bath linen, linen for restaurant(s) etc. and uniforms of all the staff members of the hotel.

Flowers are used to enhance the aesthetic appeal of various interior spaces. The establishment may give a contract to florists to supply flower arrangements regularly. Alternatively the flower arrangements in various areas of the premises may be made by the housekeeping department.

ACTIVITY 2

Visit a hotel to see the flower arrangement(s) done at various places such as restaurant, banquet hall, reception, centre table of a meeting room, dais of a conference table etc. Note down the size of the arrangement and placement.

In many hotels, staff is trained for environmental conservation and eco-friendly practices such as using 100% organic cotton bed sheets, chemical-free laundry cycle and using agents which are non-toxic, water-based, hypoallergenic and biodegradable. Cards are put in hotel rooms urging the reuse of towels, promoting the saving of natural resources like water, electricity, detergent used for laundering. Use of energy-efficient light bulbs in rooms can help save electricity.

Food and Beverages Department

The Food and Beverages department is responsible for the sale of food and beverages. The relevant service departments involved are kitchen(s), banquets, restaurants, room service, stewarding and bars/coffee shops etc.

Kitchen is the place where food is prepared. In large hotels the kitchen may have independent sections for various aspects related to food preparations, such as butchery (to deal with raw meat), bakery and confectionery, vegetable preparations, soups section, pantry, hot range and so on. In smaller hotels the kitchen would combine the sections. In large establishments there could be various staff (kitchen crew) in the kitchen. The executive chef (Chef-de-cuisine) is the head of the kitchen responsible for planning, organising and controlling the kitchen operations. The next is the deputy chef. There are supervisors for some sections of the kitchen called "Chef-de-parties". Then there are number of cooks who make the common food items. The restaurant personnel coordinate closely with the kitchen for the supply of food orders to guests.

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Kitchen Stewarding is concerned with the storage, maintenance, cleanliness and issue of cutlery, crockery and glassware to the restaurant and kitchen. It is the responsibility of this department to maintain cleanliness in the kitchen and to wash the pots and pans used. This department may have an executive kitchen steward, kitchen steward, dishwasher, pot washer and utility workers to clean the kitchen. Those working in this department must have high standards of grooming, hygiene and sanitation, and good manners and basic etiquette. Each hotel serves different varieties of food and beverages to the customers.

Restaurant is a commercial facility that provides food and beverages to the customers. It is equipped with dining tables, chairs and other required furniture with crockery, cutlery, linen and décor, varying in quality as suited to the objectives, concept and standards of the establishment. The restaurant has various staff members. A *restaurant manager* is responsible for overall functioning of the restaurant. The senior *Restaurant supervisor* and *Head Waiter* lead a team of *waiters/stewards* who actually serve the food and the *assistant waiter* who clears the table. They see that the standard of cleanliness, hygiene and service are maintained. They have to be smiling, courteous to the guests and possess good manners and etiquette. They should have thorough knowledge of the ways of serving the food.

Support Service Departments

A hotel has other departments which provide support and are involved in the overall management and efficient functioning of the hotel. These departments which may also be referred to as 'back office' departments are: *Finance and Accounts, Engineering, Human Resources department, Sales and Marketing* departments. Thus, a hotel has various departments having complex relationships amongst them. The smooth functioning of the organisation requires efficient management of man, material and other resources.

Management Functions

The management functions are planning, organising, co-ordinating, staffing, directing, controlling and evaluating the use of resources in light of the goals of the institution. Each of these functions have been briefly discussed in the chapter on Catering Management.

SCOPE

The organisational structure of the hotel has a hierarchy of top management, middle management, junior management, supervisors and operations staff. There are job opportunities at each of these levels in

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the hospitality industry. Youth form the major part of workforce. Hotels prefer youth because they have high energy to work for long hours, as compared to middle aged people. They are better informed and have better competencies through advancement in education. They are open to new ideas and latest technologies. They have ambition for success and earn high monetary returns. Since hospitality industry is fast growing, there are ample opportunities for you to be absorbed in this field. The fundamentals of hospitality management are applicable to hostels and large hospitals also.

The essential competencies required to work in this industry are: The staff needs to be well groomed, have good hygiene, orderliness, good manners and etiquettes besides a smiling face. The cheerful attitude, self discipline, courtesy, physical fitness and good communication skills along with self-confidence and multiple language skills add to the possibility of ideal front office staff. Some of the other aspects to be kept in mind by the staff are a clean and neatly pressed uniform, minimum accessories and well groomed hair. Nails should be clean and properly manicured. The front office staff must be seen at their best at all times as this projects a good image not only of themselves but also of the establishments.

Across the country there are various catering and hospitality management courses offered starting from certificate to degree courses.

Hotel Management is one of the most popular choices for a carrer. Catering and Hospitality Management courses are offered by various institutes. Candiadates can pursue catering courses at undergraduates as well as post graduate level. Apart from degree course, one can also pursue diploma and certificate course in this field.

Career Opportunities

- Positions in housekeeping departments at various hierarchical levels
- Entrepreneurial opportunities in housekeeping
- Positions in front office and reception/control desk in hotels
- Entrepreneurial opportunities for supply of flower arrangements, etc.
- Specialised in theme-based events within the organisation.

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Key Terms

Hospitality management, Front Office, Housekeeping, Food and Beverages department.

Review Questions

1. What is the importance of 'Front Office' in a hotel?
2. Write the responsibilities of any three members of the front office staff.
3. Write the responsibilities of any three members of the housekeeping department of a hotel.
4. Explain the meaning and functioning of restaurant and kitchen.
5. What are the different types of food services in a hotel?
6. What are the management functions in relation to hotels?
7. State whether the following statements are **True** or **False**.
   (a) Smile is the most enduring competency required of Front Office personnel.
   (b) 'A Suite' has two rooms, one serves as a living-cum-dining area and the other room has a bed.
   (c) Housekeeping department provides food to the customers.
   (d) Kitchen stewarding is concerned with the preparation of food.
   (e) Controlling is the function of ensuring that the plans and objectives keep to the schedules and allocated budget.

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CHAPTER

12

CONSUMER EDUCATION AND PROTECTION

LEARNING OBJECTIVES

After completing this chapter the learner will be able to —

- understand the importance and role of Consumer Education and Protection
- explain the basic concepts related to Consumer Education and Protection
- analyse the knowledge and skills needed for a career in this field
- understand the scope and career options.

INTRODUCTION

All of us purchase a variety of goods and services to satisfy our needs and desires. Hence, every human is a natural consumer. Have you, your parents or friend experienced any problem where, even after paying for the goods, you found that the quality was not as per your expectations for the price paid or the quantity supplied was less than what was promised? Did you pay for some services which appeared attractive in the advertisement but in reality fell far short of the image portrayed? Under such circumstances what was your reaction? Did you feel frustrated and cheated? What did you do? Did you take any action, draw attention of the manufacturer/service

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provider to the problem you experienced? Did they give you a hearing and take any kind of corrective measures? Were you satisfied? If not, did you feel that the situation could have been better if you had some support? Let us try to find answers to these questions.

You have already learnt in Class XI about family finance management incorporating money income, its management, savings and investment, credit and also realised how important it is to get maximum satisfaction on spending each penny that you earn. Consumer education teaches you to be an efficient and alert consumer.

Significance of Consumer Education and Protection

Look around and you will find that the number of products being manufactured and sold is steadily increasing in both urban and rural markets. We are all aware that manufacturers are responsible for supplying good quality products and if there is a problem, consumers have the right to redressal. Manufacturers can no longer take consumers/customers for granted. With increasing number of consumers and volume of consumption of goods and services, manufacturers/suppliers/service providers have begun to realise that it is important to respect and satisfy the 'consumer', since the reputation of the company and its profits are determined by consumer opinion. India has been transforming from an underdeveloped to a developing economy. Much of this can be attributed to industrialisation and globalisation. These economic changes have improved the standard of living along with increased buying power. We are living in a 'global village' and facing the challenges of global markets. The march towards 'global economy' necessitates a global outlook on the part of consumers who cannot sit back and watch. They have to emerge as a progressive force to ensure their welfare. They have to understand the economic system and inter relationships of individuals with each other, with business and with government. It is necessary for today's consumer to be careful, alert and be well informed. Consumer education and protection have thus become important.

Further, the Indian government has become liberal and opened the doors to foreign companies. Thus we can see a variety of products, made by multinationals that have established their manufacturing/assembly units in India or imported items, on the shelves of many stores. This has advantages but, at the same time, there are disadvantages. On the positive side the Indian consumer has much to choose from and can look

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for better products with competitive pricing. The disadvantage of having a large array of products is that choosing the right product is now more difficult since one has to understand new technology, new products and new features. One has to compare the price and quality, in order to be able to make an informed decision, especially because consumers face problems such as malpractices, exploitation by unscrupulous sellers, misleading advertisements, making it important for each one of us to be wise consumers.

Basic Concepts

Let us first briefly examine the word 'consumer'. We can define *Consumers* as the final buyers of goods and services, for the satisfaction of their personal needs and wants, ranging from products of nature to products and/or services from the market. Consumers are the primary component of a socio-economic system since every human being who is a consumer to a smaller to larger extent would like to have a good standard of living. Hence as purchasing power increases, people tend to purchase products that will give comfort, satisfaction and as a symbol of prestige, contributing to increasing number of 'consumer footfalls'. The more people buy, more money comes into the market/system and thus contributes to the development and growth of the country's economy.

Let us acquaint ourselves with a few other relevant terms:

Consumer product: The term means any article, produced or distributed for sale to a consumer for personal or family use in one's home or in an institution e.g., school, hospital, college, office, etc., or for business purposes.

Consumer behaviour: It is a process through which the buyer makes decisions about purchasing.

Consumer forum: A place/organisation where consumers can discuss consumer products/services and their advantages and disadvantages. Some forums work as advocacy groups that seek to protect consumers and help them address problems faced vis-a-vis consumer products.

Consumer footfalls: This means the number of customers/consumers who visit any given space such as a store or a mall. Thus with increasing consumption in a country, consumer footfalls are higher. Fig. 20.1 summarises what a customer expects when s/he buys either a product or service.

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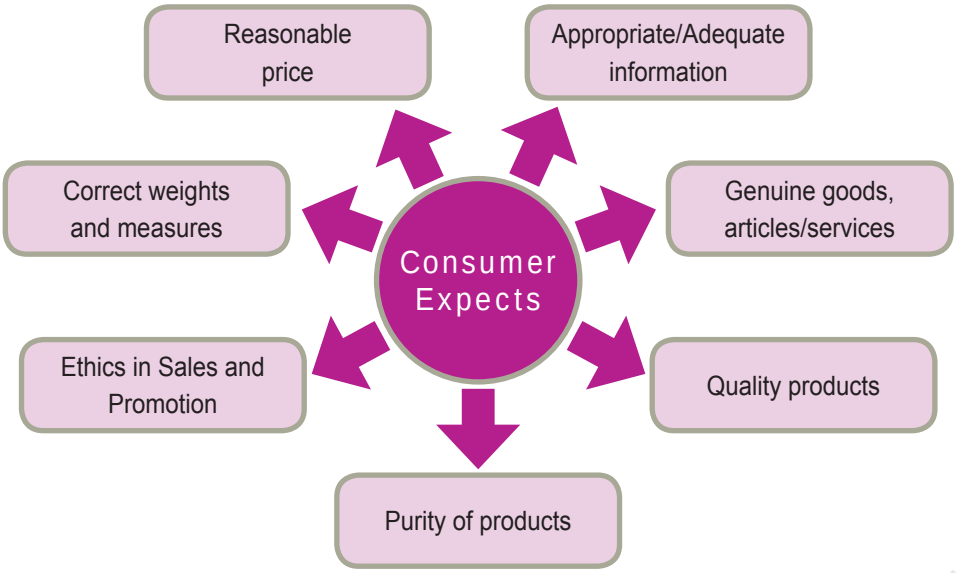

Fig. 20.1: Consumers' expectations while purchasing goods

However, many a times consumers face problems because the manufacturers/service providers may be unable to fulfill all expectations, some of them may cheat and many consumers do not take manufacturers/ retailers to task for shoddy products, high prices, adulteration, faulty weights and measures and/or are unaware of various protection measures. It is important to know about these *problems* so that one can ensure that one is not cheated. It is universally recognised that the level of consumer awareness and protection is an indicator of a country's development and progress. Let us now look at some of the major problems faced by consumers.

1. *Substandard/poor quality goods:* Various manufacturers can make the same product such as large multinational corporations, local Indian manufacturers and some may be imported from other countries. However, the material used may be different and the product quality may also vary, making it difficult for a consumer to identify a poor quality product. Many consumers are ignorant about quality standards.

2. *Adulteration:* Adulteration may be intentional or unintentional. A substance is said to be adulterated when some substances are either added to or removed from a product. Consequently the composition, nature or quality is altered. Adulteration is a serious problem not only because it is exploitative but because it can cause harm to health and safety of the consumer.

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3. *High Prices:* Every consumer expects that s/he will be charged a fair price for a product. However, we must bear in mind that prices are influenced by government policy, availability, quality, delivery system, market location, method of distribution, costs of promotion, method of purchase and consumer's desire for convenience. Despite this, some consumers tend to relate price to quality of an item, though it is not necessary. Prices of same quality goods may vary because of high/low cost of production, overhead expenses, advertising etc. Some suppliers may overcharge when they find that the customer is not well informed and lacks knowledge.

4. *Lack of Consumer Information:* Most consumers are unaware of their rights and responsibilities and do not know the various legislative provisions that have been made to protect them.

5. *Inadequate or Erroneous Information given by Manufacturer:* This includes:

   - Labels of most products are not factually correct, some are deceptive and misleading. Most labels fail to give complete essential information and often use terminologies which a common consumer is unable to understand.
   - Advertisements are not informative and are limited in their ability to answer many essential questions about qualities or uses of the product. Seldom advertisements do focus on features, care and maintenance, after sales service, etc.
   - There is a lack of buying guides on consumer durables and non-durables to aid the consumer in decision-making.
   - Packaging is being used as a potent marketing tool. Attractive packages persuade consumers to make impulsive purchases. At times the container used for packing products is larger than the contents. Many a times several layers of expensive packing material is used. Manufacturers repackage existing products into attractive looking and novel shapes of packs and advertise the product to be "in a new pack", although the product quality is the same. However, the consumer is enticed by the new packing.

6. *Incorrect Weights and Measures:* The consumer sometimes ends up getting less quantity than what he pays for due to incorrect weights and measures. This is because either the weights and scales are altered by the retailers or correct measures are incorrectly used. Measures are often deceptive and exploit consumers of their money. Weights and measures without seal or verification stamp are not genuine.

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7. *Spurious /Duplicate/ Imitation Products:* Consumers are confused and cheated by spurious and substandard products, duplicates of well known brands, some having similar packaging, colour scheme and similar sounding brand names. Often such imitations are of poor quality and may be injurious and unsafe to use.

8. *Sales Promotion Schemes to Entice the Consumer:* Indian market is flooded with a plethora of products. Companies, national as well as multinational, are competing with one another to capture larger market share. To do so, they come out with several sales promotion schemes like exchange offers, bonus, lucky draws etc. Such means of sales promotion are not always genuine and deceive the consumer. Consumers tend to get swayed by these enticing sales promotion gimmicks and fall prey to them.

9. *Consumer Problems with regards to services:* Consumers face problems not only with regards to consumption of products of daily use but they also face grievances when they use a wide variety of services. This includes services provided by public utilities such as MCD, water, electricity, banks, Insurance and other financial institutions. There are poor after sales services provided to the consumers. The provider of the services do not deliver what they promise under the sales contract.

ACTIVITY 1

Interview five people in your locality and find out the consumer problems faced by them. Find out what actions they took to solve those problems. Make a list of problems faced and actions taken, and discuss in the class.

Eco-friendly Production and Green Consumption Sustainability is the buzz word these days. It is essentially related to the production and consumption system. Green marketing provides consumers with products that are more in tune with nature, which creates less waste products, uses few raw materials and saves other resources.

In order to effectively deal with the onslaught of clever and deceptive market interests, marketing strategies and other problems, consumers need to be aware and educated about their rights, responsibilities and protection mechanisms. Consumer Education and Protection are thus tools which empower and equip consumers to protect themselves from adverse market forces. In addition, they help the consumers understand legislation and policy matters which would directly have a bearing on their rights and choices as consumers.

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The Government of India has accepted, established and enshrined six consumer rights under the *Consumer Protection Act (CPA)1986*. There are four basic rights— (i) right to safety, (ii) right to be informed, (iii) right to choose and (iv) right to be heard. Two additional rights are- right to redressal and right to education.

Fig. 20.2: Consumer Protection

The Consumer Protection Act is a landmark legislation in the interest of the consumer. The main function of this Act is to protect consumers from fraudulent trade practices prevalent in the market place and provide redressal to them for their grievances. It is based on the principle of self help and protects consumer against all kinds of exploitation and unfair dealing. It intends to provide simple, speedy and inexpensive redressal to consumers for their grievances. The Act has two implications: First, it gives the consumer the right to complain to an authority about his/her grievances and seek speedy redressal. Secondly, consumer can claim compensation for any loss or injury suffered on account of the negligence of the manufacturer. It applies to all goods and services unless otherwise expressly notified by the central government. The Act has made the consumer movement powerful, broad based, effective and people oriented.

The Consumer Protection Act (CPA) 2019 has recently replaced the three decade old CPA 1986. The new act proposed some measures and tightens the existing rules to further safeguard consumer rights. Introduction of a central regulator, strict penalties for misleading advertisements and guidelines for e-commerce and electronic service providers are some of the key highlights. Students can take detailed information on the revised CPA from the website.

Consumer rights are those rights, which are or should be provided legally to protect consumer interests. In other words, these are rights designed to ensure that all consumers obtain goods and services of reasonable quality, at fair prices. Let us briefly examine what the six rights under the *Consumer Protection Act* cover:

1. *Right to Safety:* This refers to the right to be protected against hazardous effect that may be caused to the health/life of a consumer. This right specifies that the consumer has the right to be protected against products, production processes and services which are hazardous to health or life.

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2. *Right to be Informed*: This means the right to be informed about the quality, quantity, potency, purity, standard and price of goods and services, so as to protect the consumers against unfair trade practices.

3. *Right to Choose*: This implies that every buyer has the right to have access to products of varying quality and quantities, prices, size and design, at competitive prices, and to choose according to his needs and wants.

4. *Right to be heard:* The right to be heard means that consumers' interests will receive due consideration at appropriate forums. It also includes the right to be represented in various forums that are working to ensure consumer welfare. To enable consumers to exercise this right, both the state and voluntary agencies are expected to provide such forums.

5. *Right to seek redressal:* Every consumer has the right to seek redressal against unfair trade practices or unscrupulous exploitation. It also includes the right to fair settlement of genuine grievances. It involves the right to receive compensation for faulty goods and services.

6. *Right to Consumer Education:* This refers to every person's right to acquire knowledge and skill to be an informed consumer, so that s/he will be able to make wise decisions while purchasing goods and hiring services. This right implies that the consumer should be educated enough to be able to solve the problem himself.

Activity 2

Divide the class into two groups. Group A will deal with consumer rights and Group B with consumer responsibilities.

Group A: Talk to three people in your locality and find out the extent of their knowledge about consumer rights.

Group B: Talk to three people in your locality and find out awareness about consumer responsibilities among them.

Discuss your findings in the class and suggest what can be done to increase awareness about consumer rights.

Another mechanism of consumer protection is through standardisation marks. Consumers must purchase products with standardisation mark to ensure the quality/purity of the product. It is important for the consumer to know about different standard marks and the products covered under them. Standardisation is a prime requisite for attaining quality. Let us learn more about these standard marks.

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Fig. 20.3: ISI mark

ISI Mark: This is the certification mark of Bureau of Indian Standards (BIS), earlier called the Indian Standards Institution (ISI). Under this scheme, licences are issued to manufacturers whose goods meet the relevant standards. Indian standards cover food items such as vegetables, fruits and meat products, spices and condiments, processed foods, cereal and soya products, candies and beverages etc. Other products covered by with the BIS standards include electrical goods, soaps, detergents, paints, paper etc. Among the various items covered under the scheme, some are under mandatory certification.

AGMARK and fruit Product Order (FPO): These standards have been promulgated by the Government of India. These certificates specifically pertain to food products. A consumer should look for AGMARK seal before purchasing any agricultural product as it ensures product reliability. FPO lays down statuary minimum standards in respect of quality of various fruits and vegetable products, and processing facilities. FPO also lays limits on metallic contaminants and preservatives for different fruit products.

FPO mark ***Agmark*** ***Silk mark*** ***Woolmark***

Fig. 20.4: Standardisation marks

Wool-mark: Wool-mark is the standard mark of quality of the International Wool Secretariat for wool or woolen garments. It indicates that the wool is pure and the marked garment is not *made of other fibers but only pure wool.*

The Silk Mark: is a quality assurance label for the assurance of pure silk and in addition serves as a brand for generic promotion of pure silk. Silk Mark ensures '100% natural silk'.

Hallmark: It indicates that the precious metals such as platinum, silver and gold articles have been evaluated and tested at an official Assaying and Hallmarking Centre and they have certified that the metal used conforms to the national/ international standard of fineness/purity.

Fig. 20.5: BSI Hallmark

Ecomark Scheme: BIS operates the Ecomark scheme for labeling of household consumer products such as soaps and detergents, paper, packaging material, plastic products, etc. The logo for Ecomark scheme

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is an earthern pot which signifies that this product is environment friendly and does not produce any hazardous waste, is biodegradable and can be recycled.

Fig. 20.6: Ecomark

FSSAI: The Food Safety and Standards Authority of India (FSSAI) has been established under Food Safety and Standards Act 2006. This lays down science based standards for articles of food and to regulate their manufacture, storage, distribution and sale to ensure the availability of same for human consumption.

Fig. 20.7: FSSAI mark

Apart from statutory, semi-government and non-government bodies looking after consumer interests like Bureau of Indian Standards (BIS) and Directorate of Marketing and Inspection (DMI), Government of India, there are *Protection Councils* set up by the government at central and state levels.

Non-governmental organisations (NGO's)/voluntary *consumer organisations* play an important role in consumer education and protection due to their non-partisan interests. They also disseminate information through their magazines, booklets, newsletters, buying guides, audio visual material and research reports. Many consumer organisations are engaged in comparative testing of products, creating consumer awareness about harmful and unsafe products, product recalls, disseminating information about new legislative provisions for consumers, legal advice and advocacy, handling consumer grievances and complaints and acting as vigilance groups. They hold public meetings and have libraries and documentation centres, and play an important role in consumer awareness, empowerment and consumer movement. In India we have several consumer organisations bringing out publications in the interest of the consumer. VOICE, a Delhi based consumer organisation, brings out 'Consumer Voice', CERC, an Ahmedabad based consumer organisation, brings out 'Insight'. Similarly, the Consumers Union in the US brings out 'Consumer Reports'; Consumer Association in UK brings out 'Which' and the Australian Consumers Association brings out 'Choice'.

Every human being has not only rights but also responsibilities. You may have heard some people speak of 'rights and responsibilities', clearly indicating that both go hand in hand. Thus in order to be able to exercise one's right it is necessary to be aware of one's duty. As consumers therefore, we need to be aware of our responsibilities. *Consumer responsibilities* are:

1. Consumers should have responsibility towards regularly updating their knowledge of various laws and legislative provisions made by the government.
2. Consumers should be honest in all their dealings and must pay for all their purchases.

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3. Before making a purchase, consumers should do a market survey to find out the different brands, features etc. of items available in different shops and different markets and should compare the prices. This will help them make a wise choice.
4. Consumers should feel free to choose from the variety available as per their needs and requirements.
5. While making a purchase, s/he should read all the information given on the label/ brochure.
6. To be assured of quality he should buy products with standardisation marks.
7. Consumer should keep receipts and other relevant documents of purchase. These may be needed as proof of purchase for filing complaints in case of problems/defective/malfunctioning products.
8. In case of purchase of services like insurance, credit cards, bank deposits etc., s/he should read and understand all terms and conditions, liabilities, service charges etc. and make an effort to get the representative to clarify points that are not clearly written.
9. S/he must have increasing awareness about various national and international consumer organisations in terms of their activities, work and understand the benefits of becoming a member of such organisations.

SKILLS REQUIRED FOR CAREER IN CONSUMER STUDIES FIELD

To be successful in the field of consumer studies you need knowledge about consumer protection mechanisms and redressal agencies but you also need soft skills like good communication and interpersonal skills, empathetic and understanding attitude, being a good listener, being creative in developing programmes, advertisements, talks etc. for consumer awareness. You should have writing skills for developing educational material for consumer education, reporting consumer tests of consumer products and a willingness to help fellow consumers and public at large.

A person desirous of entering this field as a professional must have thorough knowledge about quality standards of various kinds of products, adulteration and detection of adulterants as well as consumer protection laws, consumer rights and responsibilities.

Several career options in the area of consumer education and protection will be open to you after pursuing courses at the under

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graduate and post-graduate levels. These programmes aim at creating an overall awareness and training on Consumer Affairs with special emphasis on Consumer Protection.

One has the option of doing a degree course in B.Sc. Home Science/ B.A. Home Science, B.Sc. Family Resource Management/B.Sc. Home Management/B.Sc. Resource Management/Bachelor of Business Adminstration (B.B.A.)/Bachelor of Business studies (B.B.S.), etc. In different institutions the subject may be called Consumer Studies, Consumer Education, Consumer Behaviour, Consumer in the Market.

Scope

Having taken training in the area of consumer education and protection you could develop your career in the following areas:

- Work in government organisations like Bureau of Indian Standards, Directorate of Marketing and Inspection, Ministry of Consumer Affairs in various decision making managerial and technical positions.
- Work in voluntary consumer organisations for product testing, creating consumer awareness, consumer education or empowerment, publication of their magazine, etc.
- Work in the Consumer division of corporate houses which deal with consumer complaints and consumer suggestions or in customer relationship management and customer facilitation division looking into creating customer data bases and dealing with them on a one to one personal basis.
- Work with market research organisations in areas of consumer behaviour, product reach, consumer acceptance of new products, consumer feedback and suggestions.
- Start your own consumer organisation dealing with the issues discussed in the chapter.
- Work in National Consumer Helpline for doing consumer counselling, helping people in getting redressal to their complaints.
- Work as consultants to consumer clubs being run by schools and colleges such as managing and planning their educative and outreach activities, taking up teaching assignments in schools and colleges in the area of consumer studies. You can also function as a freelance consultant for redressal guidance through consumer courts and other alternative redressal mechanisms.
- Work with the Department of Audio-visual Publicity as content developer for their advertisements dealing with consumer awareness and education in the print and electronic media.

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- Work as an analyst in consumer testing laboratories for comparative evaluation of products.
- Some persons may also become consumer activists, and with legal training can plead cases in Consumer Protection Courts.
- Those who have excellent writing skills may take up journalism related to consumer affairs.

Besides all of the above, with some additional training, those interested can work at junior level to assist individuals in financial management. With further training and experience, one can move into careers related to insurance, shares and financial portfolio management.

KEY TERMS

Consumer, Consumer Rights, Consumer Protection Act, Consumer Rights and Responsibility, Standardisation Marks.

REVIEW QUESTIONS

1. Explain the following terms in 2–3 lines:
   a. Consumer
   b. Consumer rights
   c. Consumer responsibilities
   d. Consumer Protection Act
   e. Consumer problems
2. List the following:
   a. Any three consumer rights
   b. Any three consumer responsibilities
   c. Any five consumer problems
   d. Any three standardisation marks
3. State true or false:
   a. ISI mark is given by BIS.
   b. Agmark is meant for agricultural products.
   c. Right to safety is not a consumer right.
   d. VOICE is the name of a consumer organisation.
4. Discuss in brief the basics concepts of consumer education and protection.

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PRACTICAL 1

Theme: Develop leaflet/pamphlet for Consumer Education and Protection

Tasks:

1. Collecting relevant information on the topic
2. Learn to compile the topic in limited space in a leaflet or pamphlet form
3. Putting the concepts in simple way which is understood by the target group
4. Each write up should have a crisp introduction, body and conclusion or application to enable the reader to be a wise consumer.

Purpose

1. Students will understand the art of preparing leaflet/ pamphlet for awareness camp.
2. It will enable the students to collect information on the given topic and use simple language to express the content by giving the heading, sub-heading and salient features.
3. Creating Awareness on Consumer Education.

Conducting the Practical

1. Class can be divided into five groups.
2. Each group can work on one topic—Consumer Protection, Consumer Rights, Consumer Responsibilities, Standardisation Marks, Consumer Rederessal.
3. Each group can collect information on the given topic with introduction, body and conclusion to be compiled in simple words or local language.
4. Get the same approved by the teacher in-charge.
5. Then place the content in the leaflet or pamphlet form along with the names of school and group members.
6. Present the information to other class mates.
7. Get the same printed or photocopied to use it for awareness camps in the local community/area.

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Instructions for the teachers

A leaflet may consist of a single sheet of paper that is printed on both sides and folded in various ways. The most common types of single-sheet leaflets are the bi-fold (a single sheet printed on both sides and folded into halves) and the tri-fold (the same, but folded into thirds). A bi-fold brochure results in four panels (two panels on each side), while a tri-fold results in six panels (three panels on each side). Important points to be kept in mind while designing a leaflet:

- *Heading:* The leaflet heading is normally the most important part of the leaflet because it is the part that first catches the eye. The heading must be brief, summarising the theme by using short, forceful words.
- *Subheading:* Leaflet subheadings are used when it is impossible to summarise the text in the main heading and further explanation is needed. They may also be used to introduce separate paragraphs in the body of the text and to bridge gaps between headline and text.
- *Text:* To gain the interest of a target audience within the first few words, the first or two sentences of the text should contain the substance of the message, with the facts and details following. The text should be simple and to the point, presenting the message to the target audience without confusing them. The leaflet normally presents only one theme. A leaflet which presents two or more unrelated or vaguely related themes confuses the target audience.
- *Pictures*: When pictures, preferably photographs, are used, the picture and the text must complement each other, convey the same idea to the target audience, each expanding the ideas of the other.

The leaflet/pamphlet for Consumer Education can be on any one of the following topics:

a. Consumer Protection Act
b. Consumer Rights
c. Consumer responsibilities
d. Standardisation marks
e. Consumer problems/redressal

Additional Activities

Activity No. 4

Read newspaper regularly and keep a cutting of news article on any case reported under the Consumer Protection Act for purposes of redressal. Discuss it in the class.

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Activity No.5

Collect labels/packages of any ten commodities of daily use (like spices, biscuits, bulbs, sugar, sauce, jam, etc.) and see which standardisation marks are found on them. Discuss these in the class.

Activity No.6

Visit the websites of your state university and other major Indian universities and find out the subjects on offer at the under graduate degree, diploma and certificate programmes. Make a detailed listing of the same and discuss in the class.

At the post-graduate level- PG Diploma in Consumer Education, PG Diploma in Management of Voluntary organisations, PG Diploma in Consumer services are on offer by several universities. Post graduate degree courses like M.Sc. Home Science, M.Sc. Resource Management and Design Application, Family Resource Management, MBA with specialisation in marketing would deal with consumer issues in terms of empowerment, protection and consumer behaviour.

Activity No.7

Visit the websites of your state university and other major Indian Universities and find out post-graduate diploma and degree courses in the area of Consumer Studies. In addition look at courses offering this as one of the subjects and the eligibility for the same. Make notes and discuss in the class.

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NOTES

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UNIT VI

COMMUNICATION AND EXTENSION

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INTRODUCTION

In India, there is a concerted effort to reach higher levels of development and to ensure that benefits of development reach all, including the vast rural population. Today's 'information society' needs to tackle this crucial challenge by using the discipline of *Communication and Extension* to create awareness, sensitise, educate and empower the masses. Communication and Extension Education are crucial ingredients in the country's endeavours to respond to the needs of families and communities for promoting their development.

This discipline provides a core curriculum that integrates theory and practice in planning development programmes, media and communication. It allows students to analyse development programmes, policies and the role of mass media and journalism in the process of development. In recent years, national and international donors and development agencies have increasingly worked to share information about their policies and activities through their websites, publications, videos and other interactive multi-media. Non-governmental organisations have become more sophisticated in using a variety of media and communication strategies. With globalisation, the need to understand international development issues has increased. In order to sensitise society about the needs of the disadvantaged, use of advocacy is gaining popularity. Advocacy means to be an advocate for a cause. It is not used here in terms of legal provisions but largely to support a cause. The causes may be like preventing early marriage of girls, enhancing educational opportunities for children in rural and tribal areas or for preventing deforestation. Advocacy involves lobbying with governments and multilateral bodies to build alliances and networks, and to inform supporters.

Consequently there is an increasing demand for staff with skills in media and therefore offers a range of career avenues for graduates of this programme. Specialising in Communication and Development will prepare students to work in the communication and information departments of national and international development agencies, extension and advisory services in the public, commercial and not-for-profit sectors. Besides this, a person may choose to have an independent career in development communication.

In the year 2015, world leaders had set seventeen broad time-bound development goals. These are commonly known as Sustainable Development Goals (SDGs). The SDGs are global but are adapted by each country to suit specific local, development needs. They provide a framework for the entire international community to work together towards a common end — ensuring that human development reaches everyone, everywhere.

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Today, with the perspectives of the Sustainable Development Goals, extension programmes are planned to address the challenges India is facing such as poverty alleviation, enhancing food security, improvement of health and sanitation, non formal education, environmental conservation and gender equity and these continue to be the major goals of extension programmes. Extension educators are required to extend critical information, transfer new technologies and build skills and capacities of different stakeholders working in Development Programmes, with Non-Governmental Organisations, education and research institutes and as entrepreneurs. Over time, extension programmes have changed and evolved new methodologies and strategies to meet the challenges of enabling behaviour change of people to adopt healthy practices.

Various organisations like government ministry/department, international agencies, non-governmental organisations, voluntary agencies or even corporate bodies involved in corporate social responsibility activities require persons who can provide direct technical assistance and support for devising appropriate Social and Behaviour Change Communication (SBCC) strategies, interventions, tools and training to support programmes of health, nutrition, education, HIV/AIDS, natural resource management and social development.

Communication and Extension which is one of the domains of HEFS, is taught in numerous colleges and universities across the country. In different institutions, different names may be used for this domain, such as Education Extension or Extension Education, Extension and Development Communication, Home-Science and Communication Management, Development Communication and Extension, Extension and Communication. While the core of the subject remains same, the emphasis and coverage determine the nomenclature.

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CHAPTER

13

DEVELOPMENT COMMUNICATION AND JOURNALISM

LEARNING OBJECTIVES

After completing this chapter, the learner will be able to—

- understand the importance of development communication and journalism for social change and development
- identify the skills required for a career in communication and journalism
- comprehend the scope of this discipline and the career options available.

INTRODUCTION

Communication is an integral part of our social and professional life. On television, radio and newspapers, you must have seen, heard or read about the issues related to health, environment, consumption, poverty and other topics, besides news. Have you ever wondered who writes about such issues? Have you also sensed that mass media wield the power to investigate and question what is happening, where and why? These issues point to a special concern in our society regarding the role played by media in journalism. Development Journalism is a social activity and through various media, the journalist communicates feelings of the community to the community. The importance of journalism comes from the people's

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right to opinion and expression since right to opinion and expression would not be a reality without the various forms of media including social media. People today depend greatly on the media for being informed. Journalism is taken as an inseparable part of any democratic system. The Press plays a vital role in democratic society. People's participation is the foundation of democracy. Press is called the fourth pillar of democracy. The theory and practice of development communication and journalism continues to evolve and has become indispensable part of our lives today. It is characterised by conceptual flexibility.

Significance

How does communication help in working towards development? It creates awareness about available technologies and mobilises people to use them for the betterment of society. It links Government agencies, NGOs and people. Development communication and Development Journalism are important fields of study that sensitise students to the process of development and train them to write and/or speak about issues related to equitable and impartial society. Development Communication and Journalism aim at equipping students, current and prospective journalists, campaigners and media professionals to deepen their knowledge and practical skills on development issues.

Basic Concepts

Development means positive changes in the socio-economic and cultural lives of the majority of people on a permanent basis without exploitation or violence. Development in most parts of the world calls for intensive efforts to tackle the problems of mass illiteracy, population, malnutrition, poor health, hunger and pollution, etc.

Development Journalism is a relatively newer concept. It has come into existence after the colonial era ended. Prior to independence, reporting used to be done about issues like struggles, fights, assassinations, disasters, wars and whatever the colonial rulers chose to communicate. The newly liberated countries like India were undergoing a lot of expansion in development activities. The newsmen and journalists had to take notice of these activities. Now, development journalism focusses on success stories of people who have adopted new technologies, tried new methods and helped the society. It seeks to describe the people at work in new projects and processes.

Development Communication is utilising the power of communication as a catalyst for social development. It is the practice of systematically

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applying the processes, strategies, and principles of communication to bring about positive social change. The term "Development Communication" was first coined in 1972 by Nora Quebral. It is the 'art and science of human communication' used for facilitating development of a disadvantaged society in a planned manner to ensure equity and achievement of individual potential.

Development communication has the following essential features:

- It is oriented to socio-economic development and happiness of the people and community at large.
- It aims at giving information and educating the community.
- It combines suitable mass media and interpersonal communication channels for greater impact.
- It is based on the audience characteristics and their environment.

Development communication is a two way process of communication between those who have information and those who are ignorant. It assumes that people who face the problem have the innate ability to find solutions. They may need help or assistance in seeking resources. It views motivation as the key element. It tries to build dialogue between people and development agencies. Therefore, it is a social process designed to seek a common understanding or consensus among all the participants in development leading to concerted action.

Now you will read about some of the outstanding examples of Development Communication initiatives in India. Similar initiatives have been carried out in other parts of the world too, especially in developing countries like Brazil, Peru, Indonesia, Bangladesh and many others. This will help you not only to understand how the development communication efforts use technologies and means of mass communication but also employ them chiefly for development purposes involving local people and find sustainable solutions for the future. This will also give you an idea about the future scope of this area and what kinds of job opportunities are available to the students interested in this field.

We will learn about Journalism, Campaigns on Radio/Television/Print media/Video as means of Development Communication in order to enable you to appreciate and be informed about similar attempts on other mass media channels for prevention of smoking, tuberculosis, HIV/AIDS and for promotion of sanitation literacy, immunisation, safe child birth and consumer awareness through campaigns like *'Jago Grahak Jago'.*

Given below is an example of a multi media campaign with coordination between all the participants or stakeholders aimed at breaking silence about HIV/AIDS in rural areas of India.

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RED RIBBON EXPRESS (RRE)

Fig. 21.1: Red Ribbon Express (RRE)

RRE was a nationwide communication campaign for generating awareness about HIV/AIDS. A specially designed train traversed over 9,000 km a year, covering 180 districts/halt stations, and held programmes and activities in 43,200 villages. It comprised of seven coaches, equipped with educational material, primarily on HIV/AIDS, interactive touch screens and 3-D models, services in the context of HIV-TB co-infection, an LCD projector and platform for folk performances, counselling cabins and two doctors' cabins for providing counselling and treatment.

Fig. 21.2: Programme organised by Red Ribbon Express

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RRE started its journey from Kanyakumari, followed the 'parikrama' style and halted at 180 stations and covered almost all the states of India. During the halt at each station the performing artists divided themselves into different groups. Each group had orators and performers who went to different villages to undertake Information Education Communication (IEC) activities such as street plays, folk songs, stories and group counselling sessions. Locally mobilised youth groups joined the team from the trains.

The Project was implemented by National AIDS Control Organisation (NACO), Nehru Yuva Kendra Sangathan (NYKS) and International Agencies such as UNICEF and UNAIDS, is cooperation with Indian Railways.

It aimed to:

- Spread information regarding primary prevention services
- Develop an understanding of the disease, to reduce stigma and discrimination against people with AIDS
- Enhance people's knowledge about preventive measures, health habits and lifestyle.

Many methods are used in this field. In this unit, let us review some selected methods.

1. Campaign is a combination of the usage of different communication methods and materials such as meetings, tours, newspaper articles, leaflets and exhibitions about a theme for a predefined period of time. It is a well organised and intensive activity. A campaign creates public awareness and provides specific message. Use of dramatics through different channels ensures attention and interest. It lasts in the memory of the people and stimulates action. It creates conducive environment for adoption of practices. For example, to accelerate the efforts to achieve universal sanitation coverage and to put focus on sanitation, the Prime Minister of India had launched the Swachh Bharat Mission on 2nd October 2014. The mission was implemented as a nation wide campaign/*Janandolan* which aimed at eliminating open defecation in rural areas during the period 2014 to 2019 through mass scale behaviour change, construction of household-owned and community-owned toilets and establishing mechanisms for monitoring toilet construction and usage.

ACTIVITY 1

List any two issues for which campaigns have been initiated. Briefly describe the methods and materials used for the campaign. Were you part of that campaign? If yes, in what capacity?

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2. Radio and Television are the most popular, cheapest and convenient mass media that can be used for development purposes. The field of broadcast journalism has distinct advantage over print media, as it can be used to reach out to more people, particularly those with poor literacy levels. It also has an advantage over television as it is available at a comparatively lower cost. Radio is the most accessible mass medium. It is a mobile medium i.e. it can move with the listener at work or rest.

Radio programmes are presented in the form of news, interviews, discussions, documentaries, drama, quiz etc. News cover many different topics in a short time. Interesting facts and stories of current human interest are broadcast at regular intervals. Public Service Announcement (PSA) is a brief 10–60 second message between programs, generally in the form of jingles. They provide information or suggestions for action. These are basically advertisement of some idea or a message for public good like 'obey traffic rules' or 'say no to tobacco' and more. These are generally found to be quite effective because of their catchy slogan(s) and repeated broadcasts.

The earlier limitation of radios (of not receiving feedback) is overcome with the newer interactive format and local radio stations and community radio which has been successfully used as a people's medium. Owing to the popularity of radio as a medium of communication, Ministry of Information and Broadcasting has introduced a new concept of 'local radio station' called Community Radio (CR) where the local people have an important role to play. With a small investment, and training of few local people by NGOs working for capacity building to support CRS, a radio station can be set up with broadcasting possible in a limited area. It is run and managed by local people and the contents are for local use in their local dialect. The local radio station generally supports local programmes of development. It gives opportunity to people to participate and express their views and also display their talents. Radio thus becomes the voice of the people, a catalyst for people's development, and encourages youth to prepare for a career in DCJ (Development Communication Journalism).

ACTIVITY 2

Plan and list the programmes you would broadcast for your listeners from a campus radio of your school or colony.

Participatory content development and appraisal along with rapport formation with the community become important prerequisites for a successful community radio initiative. NGOs and educational institutions can seek license to set up a local community radio station to broadcast information on developmental aspects. Participation of local community is encouraged. This powerful media is also used as information dispenser about government policies, entitlements, programmes, schemes and services. There have been some successful attempts in using community

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radio in different parts of the country. Some examples are Community radio being operated in Vanasthali Vidyapeeth (Rajasthan), Self Employed Women's Association (SEWA) (Gujarat), Delhi University (DU) FM in North Delhi and many such others that are helping communities in voicing their problems and finding solutions.

In September 2004, India launched Education Satellite (**EDUSAT)** which was the first Indian satellite built exclusively to serve the educational sector. EDUSAT is used to meet the demand for an interactive satellite-based distance education system in India.

Television today offers a variety of programmes through several channels, international, national and local levels. Some of the programmes have scope for people to participate in the form of talk shows, reality shows, competitions, etc. Other programmes of immense educational value like 'Kyunki Jeena isi Ka Nam hai' and 'Main Kuch Bhi Kar Sakti Hun' can be viewed on private channels. These indicate the scope of education and entertainment to be harnessed together for common good.

ACTIVITY 3

Prepare an exhaustive list of programmes/jingles on different national and local channels which try to generate awareness among masses on issues related to Health, Sanitation, Food, Literacy, Environment, Pollution, Energy conservation or any kind of donations. Additionally, encourage students to plan and conduct a quiz.

3. Print media The bulk of news appearing in the national and regional dailies is urban in its approach. In general, reports on agriculture, problems of rural areas, and other development concerns remain low in priority. Newspapers and periodicals operating in rural areas, covering local themes are few. Still the power of press cannot be denied. Though limited to a very few good examples, it is a medium of continuous education.

Given below is an example of an experiment '**Project Village Chhatera**', which is considered a success story.

The Project Village Chhatera was started in 1969 and focussed its attention on a small village Chatera in Northwest Delhi. The Hindustan Times started a regular fortnightly column describing the lives of the people. A team of enterprising reporters wrote with sensitivity giving detailed stories of the situation in the village. They wrote about the Village Chaupal, aspirations of people, livelihood issues and festivities. The problems of eletricity, water supply and deficit rainfall etc. were reported with photographs. It proved to be a catalyst in bringing various services and benefits. Solutions to

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problems were available due to attention of the local leaders. The print coverage brought machines, bridges, roads and banks into the project area.

There is a dearth of DCJ professionals who write with passion and sensitivity for rural poor. This is one area which can be taken up by Communication and Extension students to demonstrate the impact of Press on development. Print journalists can cover different stories and send to the editors of different dailies. Their working day may involve interviewing people, attending press conferences or making phone calls and sending emails to create story leads. For development journalists, the internet is a valuable research tool and without a basic level of computer literacy, one is unable to work satisfactorily.

Activity 4

Identify a newsletter or a small newspaper in circulation in your area. Find more details about its circulation, contributors and editorial board.

Activity 5

Write or express your opinion about an issue concerning people living in your colony, village or locality.

4. Information, and Communication Technologies (ICTs) is an umbrella term that includes computer hardware and software, digital broadcast and telecommunications technologies. ICTs have been used for informing people. In both poor and wealthy countries, mobile phone use has enabled and facilitated the expansion of markets, social business and public services. An entire range of economic services, enabled by mobile phones, have enabled banking and financial transactions, marketing and distribution, employment and public services. ICTs are proving to be economically, socially and politically transformative.

A more direct approach to the use of ICTs aimed at bettering the lives of the poor is through the setting up of tele-centres. Many projects were started in India over the last decade or so and there is a sizeable research literature on the topic, some of which will be summarised here. For example:

- *The Sustainable Access in Rural India (SARI) project in the state of Tamilnadu:* Some 80 tele-centre kiosks were set up offering a range of services including basic computer education, e-mail, web browsing and various e-government services including the provision of certificates.

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- *Empowering Women at the Grassroots: SEWA and ICTs*

The Self Employed Women's Association (SEWA) is a union of several thousand poor women working in the informal sector in India. SEWA's aim is to achieve full employment and self-reliance for women workers by focussing both on work and support in other related areas like income, food and social security (health, childcare and shelter). Having understood the effect of poor access to information on poverty, SEWA embarked on a journey to include ICTs within its work. The vision was to make ICTs a tool for empowering its ever-increasing numbers of grassroots members. It now runs programmes which develop women's abilities in the use of computers, radio, television, video, telephone, fax machines, mobile phones and satellite communication. Community Learning Centres (CLCs) have been set up in rural areas, and focus on IT training to build the capacity of members including areas such as electrical, mechanical and IT engineering. Besides savings in time and cost, this medium enables the members of SEWA to achieve quick and easy communication and problem-solving across districts.

KNOWLEDGE AND SKILLS REQUIRED FOR A CAREER IN THIS FIELD

Cognitive skills are required to be able to comprehend an issue. *Creative skills* are required to project the issues and concepts in a creative way to attract attention and make an impact. Any student with skills in media designing, production and technical instrument handling will have an advantage while undertaking assignments or jobs with media houses and advertising agencies.

Technical skills — Those interested to work as a development filmmaker, need to know camera techniques and video production apart from content development and implementation. Apart from these, skill in editing comes handy for marketing management.

DCJ professionals need to learn the technical skills to operate equipment correctly to optimise their presentations. They need to learn laws and regulations about what they can and cannot do. Developing presentation techniques to deliver smooth and entertaining programs along with interviewing techniques are important. They need to learn about the computers used to operate the station, basic radio production skills using suitable software and how to write a creative brief that effectively communicates. A development communication student as an apprentice

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generally gains real experience at writing a radio spot and having it recorded and scheduled for airplay. For a career in DCJ, a combination of journalistic and presentation skills are required. Interest in current affairs and local conditions, hands-on experience in radio, the ability to communicate and knowledge of music are useful.

Questioning ability helps to look into the finer details of any issue. Passion for adventure and travel are added advantages because travel to the remotest parts of the country would help to gather unique and interesting stories.

Ability to work with diverse groups is imperative for a development communication student. S/he needs to be people centric to understand people's viewpoint on issues affecting their lives and find solutions which will work for them. For this, it is important to know the principles of social work. The guiding principle has to be 'helping people help themselves'. Also, acquiring and practising leadership skills helps to be successful. If a person is keen on being a development communication specialist, the person should be a good listener too, to write with sensitivity. Excellent interpersonal skills, ability to interact professionally with staff, partners and consultants are the demands of present day work culture.

Language and computer skills are very essential. Command in any one language is important and includes speaking, writing and reading with an ability to write technical reports and documents. Basic computer skills in using Microsoft Office applications, including Word, Excel and PowerPoint are desirable for success.

Scope and Career avenues in Development Communication

This field employs a variety of media and communication techniques to address issues like information dissemination and education, behavior change, social marketing, media advocacy, communication for social change, and participatory development communication. Thus, this field has a wide scope in terms of content and use. Undertaking training, advisory and action projects that help build up the communication capabilities and resources of people in the development process also fall in the scope of study.

A development communication specialist can take up a variety of career paths in the social sector like media houses, government and non-government organisations. Since large scale projects are run by Government departments with the help of international agencies, employment

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opportunities are satisfying both economically and psychologically.

Some more options can be summarised as:

- *Development Journalist* in Print, TV, Radio, community media, traditional media, radio jockeying and anchors
- *Research scholar* in research organisations to study aspects/ issues in gender and development, environment, consumption behaviour, health, agriculture and livelihood issues etc.
- *Trainer* to train grassroots level and field functionaries, policy makers, and officers of corporate houses
- *Freelancer and consultant* for organisations.

Thus it is clear that Development Communication offers a vast range of careers and will diversify in the future too.

KEY TERMS

Development communication, mass communication, campaign, community radio, print media, Information, communication technologies ICTs, questioning.

REVIEW QUESTIONS

1. What is Development Communication? And what is its role in development?
2. What are the essential features of Development Communication?
3. What is a Campaign? Design a slogan for a campaign on any issue of your choice.
4. How is community radio different from All India Radio?
5. Take one newspaper from your school library. Look for news related to environment. Discuss in the class the visibility of news related to cinema, life styles and development and the possible reasons.
6. 'ICTs are the future vehicles of development'. Comment.

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PRACTICAL 1

Theme: Study of Radio Public Service Announcement (PSA)

Task: Listen and record PSA on radio for its content, relevance, impact and technique.

Purpose: Gain an insight into how radio as a mass media is able to create awareness through Public Service Announcements.

Procedure: Divide the class into four groups for analysis of radio PSA. The student group listens to the recorded PSA and then analyses it based on the parameters provided. After the analysis scoring can be given to analyse the quality of a PSA.

Analyse the recorded PSA on the following parameters

Topic/Message	
Date and Time	
Duration	
Techniques used	E.g. Dialogue with humor/Jingle
Channel	
Target Group	
Medium of Instruction	
Objectives	

	Excellent(3)	Good(2)	Average(1)	Poor(0)
Suitability of the day/date/time				
Engage the listener				
Create Interest				
Promote Awareness				
Motivate Audience				
Selection of voice over				
Clarity of message				
Clarity of sound recording				
Appropriateness of sound effects				
Mention the source or originator of the PSA				

Total Score= ____/30

Discussion could be held to examine the contribution made by radio in creating awareness about social issues like Swachh Bharat Abhiyan for sanitation through PSAs.

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CHAPTER

14

CORPORATE COMMUNICATION AND PUBLIC RELATIONS

LEARNING OBJECTIVES

After completing this chapter, the learner will be able to—

- understand the meaning, significance and scope of Corporate Communication and Public Relations (PR)
- comprehend functions of and skills required for corporate communication and public relations
- understand areas and principles of PR activities.

INTRODUCTION

Every idea, fact or opinion is static until communicated and understood. In today's information driven society it has been acknowledged time and again that communication is as important as food, clothing and shelter. In this chapter we are looking at communication as it is related to organisations and business establishments. Corporate communication is considered as an important tool of management which has evolved over the years.

Corporate communication is described as the set of activities involved in 'managing and orchestrating all internal and external communications' which are designed to create favourable starting points.

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Corporate communication is based on giving out of information by a variety of specialists and generalists in an organisation. It is concerned with people, organisational processes, activities and media.

Significance

A major variable for the success of any organisation is the perception of the public. What the general public, competitors, employees "perceive" about the organisation is what defines its respectability, its position and ultimately its success. The primary objective of corporate communication is to establish a perception (true or otherwise) in the eyes of all its stakeholders. That is the significance of corporate communication; 'controlling how the world sees you'. For example, in a crisis, regardless of what actually happened, it is the public's and employees' understanding of the crisis and how it was tackled that will define their reaction to the organisation. If a company does not present itself as quiet, dignified and peaceful, and projects aggressive behaviour it will be questioned by the stakeholders.

The company's fortune is influenced by the public's assessment of whether aggressive behaviour was necessary or not. The significance of the corporate communication team is to understand how the stakeholders will react to such behaviour. They have to ensure through press releases, newsletters, ads and other modes of communication so that public gets only that information which the organisation wants them to have.

PR is a very important function or activity of any organisation. Therefore, it must be entrusted to effective and experienced executives. Each public relations programme can have different objectives, strategy and plan. For example, to create a positive image of a company, to handle a company crisis, to motivate the employees, to create curiosity about a product, to advertise a product and to inform about an event in advance. PR plans to achieve each of the above mentioned objectives with different approaches. Some of these are: press conferences, press releases, parties and get-togethers before any special event. Public Relations and advertising and media are inter-related and may have common characteristics and activities.

Basic Concepts

Corporate Communication

Corporate communication creates an efficient and effective avenue of communication with employees, consumers, investors and many others,

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locally and globally. A great deal of management's current concern for employee productivity and the need to empower people has revolved around the use of teams. But more often what is required is the simplest need of all — communication. This is illustrated in the following study:

When a group of industrial engineers were asked in a 1990 study how to improve productivity, communication concerns drew the strongest response to any question on survey. More than 88 per cent of the engineers strongly agreed that lack of communication and cooperation among different components of a business leads to reduced productivity ("P and Q Survey" 1990).

CEOs have also recognised the importance of communication. In a study by A. Foster Higgins and Company, an employee-benefits consulting firm found that 97 per cent of the CEOs surveyed believe that communicating with employees positively affects job satisfaction. Furthermore, the survey found that 79 per cent think that communication benefits the bottom line; surprisingly, only 22 per cent communicate with employees weekly or more (Farnham 1989).

Source: http://findarticles.com/p/articles/mi_m1038/is_n5_v36/ai_14723295/

Public Relations

Public relations (PR) is both an art and a science. It has the beauty and emotionality of art and the system of science. It may mean different things to different people. Though it is of recent origin in India and the world over, it is used in Government, public and private sectors and other institutions. The PR techniques, strategies and practices vary from organisation to organisation.

"The fundamental way of getting public approval is to deserve it" — Arthur W. Page

Following definitions of PR will give you some idea about its nature and scope.

"Establishing a bond of relationships and contacts between two groups of public"

"Deliberate, planned and sustained effort to establish and maintain mutual understanding between an organisation and the public"

"PR is an attempt, through information, persuasion, adjustment and contacts, to seek for some activity, cause, movement, institution, product or service"

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Code of ethics is a very crucial requirement in any profession. PR professionals are no exception to this requirement. They have access to information or knowledge about events to come; pressure or temptation to commercialise this information must be avoided at all costs. While serving the interests of clients and employees, PR professionals must ensure that they adhere to a code of ethics and a code of conduct so that they are not labelled as fixers or manipulators.

Corporate communication is important primarily as it creates:

- Positive and favourable public perception
- Effective and efficient avenues of communication
- Strong corporate culture, corporate identity and corporate philosophy
- Genuine sense of corporate citizenship.

Functions of Corporate Communication

Corporate communication builds a healthy organisational environment. In an organisation information is to be disseminated by specialists and generalists to a variety of people besides sharing information with employees, stockholders, media and customers. Corporate communication creates and maintains the brand and looks after the organisation's reputation. It projects the company's brand within and beyond the organisation. Thus, the process of corporate communication ensures a liaison between an organisation and outside bodies. Nowadays it is used as a public relations tool to project a positive corporate image, to build strong relationships with stockholders, to inform the public about new products and achievements. A smooth and affirmative relationship with all stakeholders helps in maintaining and sustaining a positive corporate image. Be it a corporate body, company, organisation, institution, non-governmental organisation or a governmental body—all of them need to have a respectable image and reputation. Increasing competition, accessibility of information and the media explosion have made 'reputation management' a priority for most organisations. This is handled in a professional manner by corporate communicators. Dealing with crisis control, enabling sophisticated approaches to global communications, and comprehension and utilisation of complicated communication tools and technologies are also important functions of corporate communication.

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Functions of PR

Functions performed by corporate PR Departments and PR agencies have many factors in common. Given below are most of the common functions:

1. **Public Relations Policy:** Develop and recommend corporate public relations policy and share it with top management and all departments. This is truer for PR agencies.
2. **Statements and Press Releases:** Preparation of corporate statements, sometimes speeches for executives and press releases are to be prepared by the PR personnel. In the process, they are in a position to articulate and project positive image of the company or product or policies.
3. **Publicity:** Issuing announcements of company activities and products to media and community. Planning promotional campaign using media is also a vital function. Handling inquiries from press and people at large is a part of the function.
4. **Maintaining Relations:** The PR personnel are expected to maintain liaisons with Government units at local, national and international levels. They are expected to uphold good relations with the community as 'good neighbours'. This includes compliance with environment protection standards, giving employment opportunities to locals, and cooperating and participating in locality development programmes. Communication between company and shareholders and with other investors is also an important part of maintaining relations. Sometimes the PR agency may have to prepare annual/quarterly reports and planning meetings of stockholders.
5. **Publications:** Preparing and publishing in-house magazines is also sometimes the function of a PR agency.

Major Areas of PR Activity

1. **Press Relations:** PR persons have to maintain cordial relations with the press at all levels, from editor to reporter. Press and PR are both dependent on each other for their bread and butter. Providing well written and well-timed press releases, helping the correspondent to write their articles, easy accessibility, forbearance of press criticism, avoiding biases and undue favours to some papers are some of the features of press relations. The PR man should project the culture of the organisation while disseminating information about the product or service. Journalists need news to remain in the business, and PR needs publicity. Thus, there is a give and take between the two. This interdependence of PR and press should be understood.

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2. **Advertising:** A product does not sell on its own merit, it needs to be advertised. The purpose of advertising may be to disseminate information, persuade or influence people to consume the product. There are many media for advertising like newspaper, radio, TV and so on. Usually, it is the PR person who decides the budget and which media to use for advertising.
3. **Publications:** Bringing out brochures, folders, pamphlets, circular-letters, in-house-magazines and similar materials are the responsibility of PR department. While preparing the material simplicity, clarity, cost, true image of the organisation and attractiveness are the points to be remembered.
4. **Other Media coordination:** Use of other audio-visual media, films, exhibition, hoardings, puppetry and folk-songs come under the range of operations of PR department. Good public speaking and courteous speaking over the phone can also add to the positive image as spoken words are still one of the best modes of communication. They have to maintain good relations with other publicity media like radio and television.
5. **PR with Constituents:** Along with the local press, PR persons also have to have a liaison with local community, financial analysts, bankers, major leading institutions, share-holders and potential investors. Internal PR activities include maintaining relations with all employees including executives and other senior personnel, so the PR man gets all the information, keeps himself informed of all the happenings in the organisation.

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Seven Principles of Public Relations

Arthur W. Page practised seven principles of public relations management as a means of implementing his philosophy.

- *Tell the truth.* Let the public know what is happening and provide an accurate picture of the company's character, ideals and practices.
- *Prove it with action.* Public perception of an organisation is determined 90 per cent by what it does and 10 per cent by what it says.
- *Listen to the customer.* To serve the company well, understand what the public wants and needs. Keep top decision makers and other employees informed about public reaction to company products, policies and practices.
- *Manage for tomorrow.* Anticipate public reaction and eliminate practices that create difficulties. Generate goodwill.

- *Conduct public relations as if the whole company depends on it.* Corporate relations is a management function. No corporate strategy should be implemented without considering its impact on the public. The public relations professional is a policymaker capable of handling a wide range of corporate communications activities.
- *Realise that a company's true character is expressed by its people.* The strongest opinions good or bad about a company are shaped by the words and deeds of its employees. As a result, every employee active or retired is involved with public relations. It is the responsibility of corporate communications to support each employee's capability and desire to be an honest, knowledgeable ambassador to customers, friends, shareowners and public officials.
- *Remain calm, patient and good-humored.* Lay the groundwork for public relations miracles with consistent and reasoned attention to information and contacts. This may be difficult with today's contentious 24-hour news cycles and endless number of watchdog organisations. But when a crisis arises, remember, cool heads communicate best.

Two types of communication are used more in corporate communication — Internal and External Communication.

Internal Communication: It takes place between and among the employer and employees of an organisation. It is considered a vital tool for binding an organisation, enhancing employee morale, promoting transparency and reducing slow destruction. The root cause of most internal problems faced by a company is ineffective communication.

Internal communication flows in different directions — vertical, horizontal, diagonal, across the organisational structure. Internal communication may be formal or informal. It helps in discharge of managerial functions like planning, direction, coordination, motivation etc. The broad policies and objectives flow downward from top management to lower level. Both written and oral or verbal media can be used to transmit messages. Written media consists of instructions, orders, letters, memos, house journals, posters, bulletins boards, information racks, handbooks, manuals, activity reports.

External Communication: It takes place between members of an organisation and the outside world. External communication is also very important as it enhances and enables significant functions of creating positive image, brand preservation and maintaining public relations. In a global society, external communication helps in marketing as well.

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External communication is concerning transmission of messages, desirable information outside the organisation with Government, its departments, customers, dealers, inter-corporate bodies, general public etc. External communication promotes goodwill with the public. Certain facts and information must be shared and exchanged with outsiders. Both written and verbal media can be used. Written media consists of letters, memos, in-house magazines, posters, bulletins, annual reports and so on.

Two major areas of communication activity are:

1. Composing message
2. Transmitting message

The following 7 Cs of communication should be kept in mind while composing a message:

1. Conciseness: The message should be concise in nature so that it is easy to catch the readers' attention.
2. Concreteness: Message should be concrete as having all the meanings conveyed in it but should be short in length.
3. Clarity: It must give appropriate and explicit meaning that would not diversify and confuse the reader at any instance.
4. Completeness: Also it is important that the message must have complete meaning that will provide sufficient information to its reader.
5. Courtesy: Another important feature is that the sender must emphasise on courteous tone and must give some compliments and benefits to its readers.
6. Correctness: The message conveyed must be checked for correctness and should be free from all grammatical errors.
7. Consideration: There must be proper consideration in the message and it should emphasise on your attitude rather than 'I' and 'we' kind of words.

Source: http://www.articleclick.com/Article Importance-of-communication-in-organisation/914799

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KNOWLEDGE AND SKILLS REQUIRED

Skills equip you to be a better and effective communicator. They help you in composing and transmitting messages successfully. Listening skills can be self taught; interpersonal skills, negotiation skills and rapport establishment skills can be learnt by observing successful and effective people; presentation skills involve use of software-hardware which requires formal training. Similarly, there are training programmes for accent neutralisation, public speaking, telephone etiquette, basic writing skills, decision making and stress management. Time management may require some training or many executives develop it through experience.

1. **Listening Skills:** Listening is an active process involving three parts: hearing, understanding and response. Hearing is the physical aspect of your body receiving and interpreting sounds. You may hear these words as part of a conversation. Hearing is critical to listening, but it is only the first part**.** Understanding is where your brain processes the words that you hear and derives meaning from them in the context of the entire conversation. Information is communicated to you at this stage. Once you understand what you are hearing, the last part is responding. Responding in a conversation shows that you have heard what was said and that you understand the intent of the speaker. Responding may involve making a decision to act on the information you have understood and perhaps replying with your opinion or comments.
2. **Interpersonal Skills:** Interpersonal skills refer to the measure of a person's ability to operate within business organisations through social communication and interactions. These are the skills that one uses to interact with other people. Having positive interpersonal skills increases productivity in the organisation since conflicts are reduced. In informal situations, it allows communication to be easy and comfortable. People with good interpersonal skills can generally control the feelings that emerge in difficult situations and respond appropriately, instead of being distressed by emotion.
3. **Negotiation Skills:** Negotiation is a process in which both the parties have unacceptable points regarding an issue or deal. Through negotiation, each party tries to convince the other. There will be usually more issues and variables than could be used for such a trading; both the sides must be fully prepared. Through good negotiation it is possible for both the sides to come out of a deal happy. Each of the negotiators will, if done properly, be concerned with trading concessions against each other. Good negotiator should consider all the possible variables before meeting, calculate or do estimate what each will cost, then decide

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which he/she will prefer to use and which others would be prepared to use if it came to a crunch.

4. **Presentation Skills:** These are used for communicating ideas and information to a group. A presentation carries the speaker's personality better and allows immediate interaction between all the participants. A good presentation has: content, structure, packaging and human element. Content contains information that people need. The information must be as much as the audience can absorb in one sitting. Structure has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it. The presenter must be careful to hold the attention of the audience. Packaging refers to the treatment given to content. There is scope to use technologies like software, PPT with use of software.

5. **Human Element:** A good presentation will be remembered because it has a person attached to it. You still need to analyse the audience's needs and select an approach. For example, in many offices cards are sent on employee's birthdays or special occassions. Along with the card if the superior wishes him/her personally, it always makes one feel better.

6. **Rapport Establishment:** "Rapport is the establishment of trust and harmony in a relationship. It is the key element in the art of obtaining the support and co-operation of other people. Around 93% of communication is transmitted by your body language and the way that you speak (analogue communication). Only 7% of the message is carried by the words (digital communication). Most of the time your analogue communication is unconscious. By developing an ability to work at both the conscious and unconscious levels of communication, you will learn how to establish deeper rapport and build trust and harmony - *with virtually anyone*, in a much shorter time frame. Most of us are able to establish rapport with certain types of people but a master communicator has the ability to establish rapport with a wider range of people."

7. **Effective Decision Making:** Decision making can be a complex process; all the same, every successful person must have this skill. There are human and material elements involved in decision making. One has to assess or prioritise all these factors, anticipate the outcome and take decisions in the best interest of all parties concerned. For example, as students you get a certain amount of pocket money. There are always many options like food, movies, gifts for friends/family members, Xeroxing study material and so on. How you spend it to make yourself happy and take care of your needs will depend on your decision making skill. You also have a few hours per week to pursue

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your hobbies and other pastimes. Your ability to decide the order of importance of activities will guide the decision about activity selection. In corporate houses managers have the challenge of effective decision making because they are faced with situations of balancing between efficiency, profit, satisfaction of stakeholders, employees and owners.

8. **Telephone Etiquette, Basic Writing Skills (Writing Email and Notes, etc.), Public Speaking Skills:** You must have been exposed to these three skills and by now must have acquired reasonably good proficiency. Telephone etiquettes create good impression and puts the other person at ease. Basic writing skills are part of your English Curricula. Many of you must have participated in elocution competitions, won prizes and heard speeches of good orators, lecturers. As a corporate communicator you have to develop and apply them for success in your business.

9. **Accent Neutralisation:** A language is spoken with an accent according to the cultural bearing. We all have experienced the different English accent of Indians and also from the British, Americans, and Australians and so on. There is a difference in the accent of all. In accent neutralisation one pronounces the words in such a way that the listener is able to understand what is being spoken. There are many other reasons such as: to increase personal and professional opportunities, improve professional image of your company, engaging in extensive conversations, presentations, and telephone calls, be more confident and effective, both socially and professionally, greater understanding from listeners.

10. **Time Management:** Time is a matchless and valuable resource that you need in order to do your work, accomplish your goals, spend time with your loved ones, and enjoy everything that life has to offer. Utilising time to achieve your goals is a skill that can be developed if you don't have it. There are ways to learn or improve this skill. Time management is a set of principles, practices, skills, tools, and systems working together to help you get more value out of your time with the aim of improving the quality of life. It leads to the development of processes and tools that increase efficiency and productivity. Time management enables each of us to improve and be more productive and to be fulfilled individually, so logically the effects across whole organisations of good or poor time management are enormous. Time management leads to less stress.

11. **Stress Management:** Although most of us experience some kind of stress on a daily basis (even if it's only from something like reaching school on time, preparing for test, deciding how to look attractive for a special occasion), few may actually know what stress actually is. What

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is Stress? A situation that causes pressure or strain is stress. Stress is our physical, mental, and emotional response to the various demands, changes, and events in our life. In some cases, stress motivates and encourages us to complete a task we find difficult so that we can take pride in ourselves and what we achieve. Stress symptoms begin to manifest themselves when we feel that life demands are exceeding our ability to deal with them. Before stress begins to take its toll, we should do something to reduce, manage, and even counteract the negative side-effects of stress. Managing stress is all about taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun; plus the flexibility to hold up under pressure and meet challenges head on.

In PR work, besides composing messages, transmitting through appropriate media, characteristics of the target audience have to be kept in mind. Use of language will be depending on the target group. PR persons have to take care of their disposition and inter-personal skills.

Use of Technology to Communicate

Technology has revolutionised the scope of communication. It has opened doors to a variety of information, knowledge and news all over the world.

The more popular term is Information and Communication Technologies. Information and Communication Technologies (ICT) is an umbrella term that covers all technical means for processing and communicating information. While this technically encompasses pre-digital technologies, including paper-based writing, it is most often used to describe digital technologies including methods for communication, transmission techniques, communications equipment, media , as well as techniques for storing and processing information. The term has gained popularity partially due to the union of information technology (IT) and telecom technology.

Scope

- Corporate offices and other organisations need PR to cover all the communication that takes place between employer and employees.
- PR officer to extend communication with stockholders, media, press, NGOs, Government, customers and the general public. PR plays a crucial role in dealing with outside agencies.
- Innovation in use of media and technologies.

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KEY TERMS

Communication; extension; corporate communication; internal and external communication; public perception; ICT (Information and Communication Technology); IT (Information Technology); stress management; time management; Accent Neutralisation; listening skills; negotiation skills; interpersonal skills; presentation skills; rapport establishment skills; Public relations; Press release; Press relations; Advertising; Public perception.

REVIEW QUESTIONS

1. What is the significance of corporate communication in today's times?
2. Enumerate functions of corporate communication.
3. Compare internal and external communication.
4. Describe the single most factor that has revolutionised the scope of communication.
5. Enlist verbal and non-verbal skills and briefly explain with examples any three from each category.
6. Explain the meaning and significance of Public Relations today.
7. In your opinion which two areas of PR work are important? Why?
8. What are the principles of PR work?
9. What is the relationship between corporate communication, PR and Media?

ASSIGNMENT

I. Prepare Case-Study of a PR agency based on the following points:

1. Description of the situation in the client's company
2. Formulate objectives to resolve the situation.

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3. Study the plan of action to achieve the objectives.
    a. Target group orientation
    b. Message selection
    c. Media selection
    d. Creativity and innovation
    e. Resource assessment
    f. Man-power review
4. Understand implementation of the plan and the results thereafter.

II. Present a case-study from a book/magazine or any other source.

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PROJECTS

NOTE : Any one of the following projects may be undertaken and evaluated.

PROJECT 1: ANALYSIS OF TRADITIONAL OCCUPATIONS

Analysis of traditional occupations prevalent in one's own local area, their beginnings, present status and challenges faced. Analyse gender roles, entrepreneurial opportunities, future careers and family participation.

Content of the Project

Identify the traditional occupations prevalent in your region. Interview some craftsmen about their beginnings, present status, and problems and challenges that they face.

Purpose of the Project

You have read in Unit 1 about traditional occupations in India. Doing this project will give you insights into the origin and history of the craft, the changes that have emerged in the modern context, its marketability and the challenges faced by craftsmen. You may also learn about how some of them have become entrepreneurs. It is intended that this will enable you to think of entrepreneurial possibilities in the modern context.

Procedure

1. Teacher to initiate brainstorming session in the class by asking students to identify different occupations prevalent in their region or state.
2. List all the occupations on the black board. For example,
   (i) Occupations related to food industry — pickles, jams, snacks, sweets, traditional festival specialty cuisines etc.
   (ii) Occupations related to garment industry — weaving, stitching, embroidery, knitting etc.
   (iii) Occupation related to handicraft industry — carpet making, pottery, bamboo art, traditional paintings, paper art, assessor making etc.
   (iv) Any other occupation prevalent in the local area.

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3. The class can be divided into groups consisting of not more than 5 students per group.
4. Each group will identify a specific traditional craft or art or product.
5. Each group will identify artisans/craftsmen practising the selected craft/art.
6. Develop an interview format based on the list of points given below under 'Discussion Points'.
7. Students will interact with approximately 2–3 such persons and discuss with them the following points:

Discussion Points

i. Origin of the specific art or craft, if they know any historical perspective
ii. Types of products made, raw materials used, the source of raw materials, process of manufacture and skills required at various stages, training acquired, any formal training required
iii. Costing and profitability
iv. Production per month and approximate earnings, customers, profitability
v. Changes that have occurred in the modern setting and challenges or problems faced
vi. Remedial actions and support required, if any
vii. Government or private schemes available and availed of
viii. Gender aspects in relation to (a) type of products made (b) specific tasks assigned for production (c) family support and participation including children (d) payment to males and females
ix. Marketing strategies adopted
x. Assistance, support and funds required
xi. Self-employment and entrepreneurship possibility

Responses of the persons interviewed should be recorded and a project report prepared.

Each group will then draw conclusions in relation to entrepreneurial possibilities and gender roles in the modern context as well as child labour.

Each group will make a presentation to the class, which will be evaluated by the teacher(s).

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Outline for project report — Introduction to the profession, job description and skills required, etc., followed by presentation and discussion.

PROJECT 2: DOCUMENTATION OF ANY PUBLIC/MASS CAMPAIGN

Documentation of any public/mass campaign being implemented in own area, with reference to:

(a) Purpose of campaign

(b) Focal group

(c) Modalities of implementation

(d) Stakeholders involved

(e) Media and methods used

(f) Comment on the relevance of the campaign.

Content of the Project

Documentation of a public or mass campaign implemented in your own area.

Purpose of the Project

You have learnt about the use of media for various purposes. This project will enable you to gain firsthand experience in how campaigns are conducted.

Procedure

The class is divided into four groups. Class should identify and select two public or mass campaigns that have been or are being conducted in their locality or region. For each campaign, one group should interview some members of the organising committee and the other group should interview some members of the focal or target group.

1. Each group should prepare a file which contains the record of the event in detail.
2. Record should be kept of the interviews regarding the following details:

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i. Purpose of the Campaign
ii. Focal or target group intended to be covered
iii. Methods of implementation
iv. Media used
v. Methods of communication
vi. Duration of the campaign
vii. Persons/organisations involved in planning and implementation (stakeholders)
viii. Actual coverage of focal and target group in terms of number or geographic areas/age groups
ix. Amount and type of planning required
x. Sources of funds
xi. Responses to the campaign
xii. Evaluation done by the organisers

Each group should present their observations in brief to the class. Teacher and students can discuss in classroom whether the purpose has been served and whether any aspect could have been dealt with differently.

PROJECT 3 : STUDY OF AN INTEGRATED COMMUNITY-BASED PROGRAMME

Study of an integrated community-based nutrition/health programme being implemented in own area, with reference to:

(a) Programme objectives
(b) Focal group
(c) Modalities of implementation
(d) Stakeholders involved

Content of the Project

Study of a community-based nutrition/health programme being implemented in your own area.

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Purpose of the Project

You have read that there are several nutrition problems that the country has to tackle. This practical will enable you to gain some knowledge and insight into programme(s) that are currently being implemented.

Procedure

Divide the class into 4–5 groups. Each group should study one of the following programmes/schemes:

- ICDS
- Mid-day Meal Programme
- Pulse polio programme
- Programme for reproductive and child health
- Programme for safe/clean water and sanitation
- Any other programme that is being implemented in the area

1. Each group should prepare a file which contains the record of the programme in detail.
2. Each group should visit the site where the programme is being implemented and interact with the persons in charge e.g., Child Development Project Officer (CDPO) in ICDS, the field workers (e.g., anganwadi *sevika*/worker), observe the activities that are going on and interact with the participants/beneficiaries.
3. Observations, understanding of the manner in which the programme is implemented, number of participants/beneficiaries, services given and benefits perceived by participants, suggestions of participants for improvement of programme.
4. Each group should make a presentation to the class and give their comments and suggestions as to how they can contribute to the programme.

A Note to the Teacher

It should be ensured that students are guided to cover and understand details regarding programme objectives, partners/stakeholders involved, focal group/target group and strategies of implementation, source of support(financial) costs and benefits, total coverage.

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Project 4 : Perception of Adolescents and Adults regarding Persons with Special Needs

Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs.

Content of the Project

Identify two adolescents and two adults in the neighbourhood and interview them, using the given interview schedule, about their perceptions of persons with special needs.

Purpose of Project

You have read that one of the career options that you can take up after specialising in the Human Development/Child Development stream is working with children and adults with disabilities. Doing this Project (and the next one) will help you to develop some ideas of this career option. Specifically, this Project will help you to understand what people in general think about persons with disabilities. Talking with people may also cause you to introspect about your own beliefs and perceptions. You may find that there are many similarities in your thinking. Think about whether you need to change some of your beliefs.

Key Concepts in the Project/Learning Points in the Project

Some important terms in this area include — adolescents, adults, neighbourhood, interview, interview schedule. We can say that these are the key concepts that we want you to understand through the Project. Why are you being asked to interview adolescents and adults? Why in the neighbourhood? And what is an interview and how is it different from talking to a person? You know:

1. That adolescence is the time when the person starts to focus on the self and others in a very deliberate and conscious manner. Recall your reading about the Development of Self in Class XI. The ability for abstract thinking makes it possible for the person to think of various possibilities. This is also the time when many values are in the process of being formed. The adolescent's values and beliefs regarding diversity in humanity is important as it shapes everyday interaction.

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2. That adults often have well established opinions and beliefs — all of which may not necessarily be humane and just. Adults are also the ones who shape the attitude of children by their words and actions, directly and indirectly. Knowing their beliefs is important.
3. That you have been asked to interview adolescents and adults in your neighbourhood rather than interview people by visiting a centre or institution for people with disabilities. This means that persons with disabilities are a part of the society and we expect that most people would have some experience of interacting with people with disabilities. Therefore, we are asking you to interview people in the neighbourhood — we are not asking you to go to special places to look for people who would have interacted with people with disabilities.
4. You have to find out perceptions by interviewing the people — not simply by talking to them. What is the difference between an interview and a talk? Interview is a major method of collecting information or 'data' and doing this Project provides you exposure in this. Talking is an informal interaction between people. An interview is a conversation which is planned to some extent by the person who conducts the interview. The person doing the interview follows some rules in directing the talk. There is a certain way in which the interview should be conducted as well as there are ethics of an interview. We shall discuss these aspects in detail a little later.
5. To conduct a good interview so that you get all the information that you want, you need to have some advance preparation. You need to think of the questions that you will ask. These are written out in the form of an interview schedule. While for now we are providing you the schedule that you will use to conduct the interview, in another section, we will talk about the guidelines for developing interview schedules. This will help you to understand why we have constructed the interview schedule the way we have.

Preliminary Activities for the Project

1. Read the relevant section in the textbook of Class XII. You should be familiar with the persons with special needs.
2. Locate one adolescent and one adult. It would be good if you can identify one male and one female.
3. Become familiar with the interview schedule we have provided which you will use to collect the required information for this Project.

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The Interview Schedule

Instructions: Read out the instructions before starting the questions.

Introduction: I am a student of Class XII. We are conducting interviews with the public regarding their views about persons with disability. Please assist by answering the questions below:

1. Have you met or heard about anyone with a special need or disability? Yes or No? If Yes, who and where? Describe the problems.
2. Can you describe what you felt when you met or saw this person?
3. What did you first notice about the person?
4. What do you think were the abilities the person had?

A Note to the Teacher

Conduct a guided discussion in the class on:

I
- a) Interviewing
- b) Recording the answers given by interviewees
- c) Why was this activity done in your neighbourhood?
- d) Activities towards disability

II Report from the students should have:
- a) answers to interview
- b) concluding points

PROJECT 5: PROFILING A PERSON WITH SPECIAL NEEDS

Profile any one person with special needs, child or adult, to find out their diet, clothing, activities, physical and psychological needs.

Content

Profile any one person with special needs, child or adult, to find out his/her:

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(i) Diet

(ii) Clothing

(iii) Activities

(iv) Physical needs

(v) Psychological needs

Procedure

Identify a child (11–18 years) or an older person who has a disability. Ensure that the child/adult is willing to be a participant and can answer your questions; alternatively his/her caregiver/family member can answer on his/her behalf.

Develop a set of questions in the form of an interview schedule that can elicit information in the areas listed above.

Note: Include questions, and ask them in a manner that you do not make the child/adult feel awkward, excluded or being labelled.

Conclusion

Draw up a brief profile of the child/adult, focussing on how he/she is similar to children/people who do not have a disability.

A Note for the Teacher

This project is expected to develop in students the ability to frame relevant questions, plan and conduct an interview and also write up a case profile.

PROJECT 6: PLANNING AND EXECUTING AN EVENT IN SCHOOL

Plan and execute any event in your school. Evaluate the same with respect to:

(a) Its relevance

(b) Resource availability and mobilisation

(c) Planning and execution of the event

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(d) Financial implications

(e) Feedback from stakeholders

(f) Suggest modifications for the future.

Purpose

To enable students to plan an event efficiently.

Procedure

Using your knowledge about team members required for an event, plan and allocate duties to different personnel in the team. Make three columns and discuss duties such as, pre-event, during-event and post-event activities.

1. Plan and allocate work to different team members for an event you wish to plan in future. List the pre-event, during-event and post event activities.

   After doing this activity you will be able to allocate duties to different personnel involved in organising the event for successful execution.
2. Divide the students into groups.
3. Assign groups the following tasks :
   - Designing an invitation card
   - Making copies of invitations and distribution
   - Choose a theme for the event (if desired)
   - Decide on a budget
   - Decide on a menu for refreshments
   - Make decisions about the decorations of the venue
   - Choose the music, activities, etc., to happen during the event (Programme)
   - Conduct the event
   - Record of income and expenses
4. Post-event evaluation to be done using the following points:

   Name of Event

   Date Location

   Type of Event

- Did you enjoy the event? If no, then please state the reason.
- What did you like most in the event?

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- What did you like least in the event?
- What are the problems you faced during the event?
- What could have been done to make this event better?
- How do you rate the various services provided by us (please tick one option):

	Excellent	Good	Average	Poor
Hospitality				
Catering				
Transportation				
Management Staff behaviour				
Management Staff Services				

- Would you like to participate in our next event?

Note: Collect invitations of ten different events and understand the programme schedule in detail. Based on the information gathered, design the invitation card

For card evaluation or design, students can use the following checklist to ensure that all critical attributes are included.

S.No.	Attributes of the invitation card	Present/ Absent	Good	Average	Poor
1.	**Text**				
a.	Venue				
b.	Location map				
c.	Landmarks				
d.	Time duration				
e.	Programme details				
2.	**Layout of information**				
3.	**Appeal of the card**				
4.	**Clarity of information**				
5.	**Theme of the event**				
6.	**Expectation from guests**				
7.	**New design concept**				

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S.No.	Attributes of the invitation card	Present/ Absent	Good	Average	Poor
8.	Organising team and their contact numbers				
9.	Any other				

A Note to the Teacher

Teacher can ask students to bring invitation cards for different events and discuss the aspects important in card designing like —

- Relevant text such as, the venue and its location map or the significant landmarks, time, occasion, programme details, etc.
- Layout of information
- Appeal of the card
- Clarity in information
- Theme of the event and expectation from guests
- New design concept
- Organising team and their contact numbers

PROJECT 7: PLANNING MESSAGES FOR NUTRITION, HEALTH AND LIFE SKILLS

Planning messages for nutrition, health and life skills using different modes of communication for different target groups.

Content

1. Identification of a target group for education
2. Identification of needs and problems that are specific to the selected group
3. Planning a suitable message to educate the group
4. Selecting a mode of communication
5. Developing the educational material.

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Purpose

This practical is intended to enable the students to plan suitable messages for health and nutrition education of different groups of the community and to select an appropriate mode of communication to deliver the message.

Procedure

1. The class can be divided into groups of 4–5 students in each group.
2. The first task is to identify the focal/target group for whom the message is to be made. The different focal groups could be — adolescents, school children, pregnant mothers, adults.
3. Once the focal/target group is selected, identify the nutritional problem or a topic about which you would like to educate the group.
4. Identify a suitable message (aimed at the selected group) which will help in improving the nutrition and health profile of the selected group. This will depend on the needs and the existing problems specific to each group. For example, the message to be delivered to pregnant mothers could be improvement in their diet during pregnancy. For adults it could be increasing physical activity to maintain weight, and enhance fitness and well being.
5. Select a suitable mode of communication to deliver the message. A variety of modes are available like poster, charts, flipbooks, puppet stories and short skits to convey the message. The learners can select any one depending on the availability of time and resources.
6. Each group should discussion about the target group they want to select and the message that they want to deliver. They are assisted by the teacher in this process. Then they decide as to how they will deliver the message. Once the plan is finalised, the group works on the message and develops the final product.
7. Each group will present its product to the teachers and classmates.
8. Group Evaluation of the product and presentation.

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PROJECT 8 : MARKET SURVEY OF PROCESSED FOODS

Content

Market survey of processed foods, their packaging and label information

Purpose

This practical is intended to familiarise students with the variety of processed foods available in the market, create awareness about the different types of packaging materials used for processed foods and to generate interest in the study of label information.

Procedure

The students will work in groups comprising 4–5 students in each group.

1. Each group will go to a different market and collect information on the following:

A: Availability of the following foods**:**

- Cereal foods like breakfast foods, noodles, *atta*.
- Dairy products — milk, cheese, butter, *ghee*, ice-cream.
- Preserves — jams, pickles, squashes, ketchup, sauces.
- Snacks — chips, *bhujias*, biscuits,
- Nutrition Supplements such as Complan, Bournvita, Horlicks, Milo, Boost and other branded products.
- Beverages — fruit juices, carbonated soft drinks, bottled water.

B: Note the packaging material used for these products.

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2. Make a table comparing the types of packaging materials used for different types of foods.

Name of product	**Packaging materials used**	**Label information**					
		Date of packaging	Best before date	Weight	Certification mark (e.g. Agmark	Nutrition Information	Remarks, if any

3. Compare costs of different packaging for the same product (if available).

Result/Conclusion: The collected information to be tabulated on a chart and displayed. The findings can be discussed in a classroom session where the teacher can point out the relative merits and demerits of the different packaging materials used.

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Feedback Questionnaire
(Human Ecology and Family Sciences Textbook)

Please give your comments on the textbook by filling this feedback questionnaire. You may please send the questionnaire by post, or through email, to Dr. Tannu Malik, *Assistant Professor,* Department of Education in Social Sciences, NCERT, Sri Aurobindo Marg, New Delhi-110016. Email: tannu_malik@rediffmail.com

We welcome feedback from teachers, students, parents and any other user of the textbook. *You may attach a separate sheet as per your requirement.*

Teacher/Student/Parent/Any other (please specify)

Name_____

School address _____

_____

1a. Is the cover page and printing of the textbook attractive? Yes/No

1b. If not, please specify

_____

1c. Do you find the language simple and easy to understand? Yes/No

1d. Mention the chapters/pages where the language is difficult to understand.

Chapter No	Page No.	Lines
_____	_____	_____
_____	_____	_____

2a. Do you find the content of the textbook adequate to meet the requirements of the syllabus? Yes/No

2b. Mention the chapters which are lengthy.

_____

2c. Mention the chapters which are too sketchy.

_____

3a. Does the textbook explain the scope and significance of each domain of HEFS? Yes/No

3b. If no, please specify.

_____

4a. Certain practical and activities have been suggested in the textbook. Which of them have you undertaken in your class? Mention those which you found useful, engaging and enriching.

_____

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4b. Mention difficulties, if any, faced while organising/doing these practical/ activities.

_____

5a. Do you find the illustrations helpful in understanding the content? Yes/No

5b. Mention the illustrations which are not helpful in understanding the content.

Chapter No.	Page No.	Figure No.
_____	_____	_____
_____	_____	_____

6. Mention the printing errors, if any.

Chapter No.	Page No.	Line
_____	_____	_____

7. Any specific comments/suggestions for overall improvement of the textbook.

_____

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